

Wilcoxon  
Frank Rumford

v.  
C.A. # 05-524-SLR

Red Clay Consolidated School District  
May 25, 2006

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1 FRANK RUMFORD,  
2 having been first duly sworn according to law, was  
3 examined and testified as follows:  
4 BY MR. WILSON:  
5 Q. Good afternoon, Mr. Rumford. We met previously,  
6 but for the record my name is Tim Wilson and I'm  
7 Mr. Wilcoxon's attorney in his lawsuit against Red Clay  
8 Consolidated School District and Miss Freebery. I am  
9 just going to go over a couple instructions prior to  
10 starting so we know how we're going to proceed here.  
11 First I am going to be asking you questions pertaining  
12 to this lawsuit and when you respond please do so  
13 verbally. That way the Court Reporter can take down  
14 your responses. Obviously it's difficult for her to  
15 take down head nods and things of that nature.  
16 As you know, you have just been sworn in,  
17 your testimony is under oath, so you must answer  
18 truthfully just as if you were in court. If you don't  
19 hear a question or don't understand it, let me know and  
20 I will ask it again or explain it. Please let me finish  
21 asking the question before you answer, and I will let  
22 you finish your answer before I ask another question.  
23 That way we keep the transcript clear.  
24 If at any time you come to realize that a

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1 Q. How long have you lived there?  
2 **A. Eight years.**  
3 Q. Do you own?  
4 **A. Yes.**  
5 Q. Have you ever been charged with a crime?  
6 **A. I have not.**  
7 Q. Did you serve in the military?  
8 **A. No.**  
9 Q. Have you ever been sued in your individual  
10 capacity?  
11 **A. No.**  
12 Q. Have you ever sued somebody else?  
13 **A. No.**  
14 Q. Have you ever been treated or had counseling for  
15 alcohol problems?  
16 **A. No.**  
17 Q. Drug problems?  
18 **A. No.**  
19 Q. You went to college, correct?  
20 **A. Correct.**  
21 Q. Where did you go?  
22 **A. West Chester State College.**  
23 Q. And did you graduate?  
24 **A. I did.**

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1 statement you made is incorrect or inaccurate, please  
2 let me know and you will be permitted to clarify the  
3 record.  
4 You can not talk or confer with your  
5 attorney during the deposition, either in here or during  
6 breaks.  
7 If at any time you need a break, just let  
8 me know and we'll accommodate you.  
9 Do you understand these instructions?  
10 **A. Yes.**  
11 Q. Are you taking any medications today that would  
12 impair your ability to give truthful testimony?  
13 **A. I am not.**  
14 Q. Have you ever been deposed before?  
15 **A. Never.**  
16 Q. Where were you born, sir?  
17 **A. Wilmington, Delaware.**  
18 Q. What year?  
19 **A. 1959.**  
20 Q. And the specific date?  
21 **A. August 8th.**  
22 Q. What's your address?  
23 **A. 2743 Tanager Drive, Brookmeade II, Wilmington,**  
24 **Delaware.**

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1 Q. And what year did you graduate?  
2 **A. 1981.**  
3 Q. With what degree?  
4 **A. Bachelor of Science in health and physical**  
5 **education.**  
6 Q. Have you done any graduate work?  
7 **A. I have.**  
8 Q. Where at?  
9 **A. Wilmington College.**  
10 Q. Any degree?  
11 **A. Master of Education.**  
12 Q. And what year?  
13 **A. '97.**  
14 Q. Any other degrees?  
15 **A. That's it.**  
16 Q. Okay. Did you graduate with honors with either  
17 of these degrees?  
18 **A. The Master's I believe is honors.**  
19 Q. Okay. Do you recall what it was or --  
20 **A. I don't.**  
21 Q. Are you presently employed by Red Clay  
22 Consolidated School District?  
23 **A. That's correct.**  
24 Q. Okay. Just from here on out if I refer to Red

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2 (Pages 2 to 5)

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1 Clay, it means Red Clay Consolidated School District,  
2 okay?  
3 **A. That's fine.**  
4 Q. And what is your job title, sir?  
5 **A. Currently?**  
6 Q. Yes.  
7 **A. Acting assistant principal.**  
8 Q. And what does that mean?  
9 **A. That means I have not been approved by the Board**  
10 **as an assistant principal.**  
11 Q. Okay. How long have you held that position?  
12 **A. I want to say a year and a half. At the**  
13 **conclusion of this school year it will be a year and a**  
14 **half.**  
15 Q. Okay. So you started at the end of 2000 --  
16 **A. 5. No. January, 2005, in that area, October,**  
17 **2005, finished that school year.**  
18 Q. Okay.  
19 **A. And this whole school year.**  
20 Q. And what title did you hold before that?  
21 **A. Before that I was assistant to the principal.**  
22 Q. Okay. And what's the difference between acting  
23 assistant principal and assistant to principal?  
24 **A. Certification. Assistant to does not have**

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1 **certification as a principal.**  
2 Q. Okay. And what years did you hold that  
3 position?  
4 **A. I want to say end -- approximately a year prior**  
5 **to that, six months to a year prior to that.**  
6 Q. So during the 2003-2004 school year were you --  
7 did you hold this position?  
8 **A. I believe so, yes.**  
9 Q. Okay. And prior to that?  
10 **A. The position was called student advisor.**  
11 Q. Okay. In total how long have you worked for Red  
12 Clay?  
13 **A. 16 years.**  
14 Q. What did you do to prepare for today's  
15 deposition?  
16 **A. Read the deposition and --**  
17 Q. Mr. Wilcoxon's deposition?  
18 **A. Correct, and met with Mr. Willoughby.**  
19 Q. When did you meet with Mr. Willoughby?  
20 **A. I believe it was Thursday of last week and**  
21 **Tuesday of this week.**  
22 Q. Did you review any documents?  
23 **A. We did.**  
24 Q. Do you recall which ones?

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1 **A. A whole stack of them.**  
2 Q. Do you have any specific recollection of any  
3 particular ones?  
4 **A. I recall -- are you speaking specifically about**  
5 **a document? There was a stack this tall.**  
6 Q. So you don't have a specific recollection --  
7 **A. No.**  
8 Q. -- about any particular documents?  
9 **A. No, we reviewed quite a few.**  
10 Q. Okay. Did you listen to the tapes that were  
11 made by Mr. Wilcoxon --  
12 **A. I did.**  
13 Q. -- of your meetings? And did you do that when  
14 you met with Mr. Willoughby?  
15 **A. That's correct.**  
16 Q. Did you talk to anybody other than  
17 Mr. Willoughby to prepare for the deposition?  
18 **A. No.**  
19 Q. Have you spoken to anybody in general about this  
20 lawsuit?  
21 **A. My wife.**  
22 Q. Anybody else?  
23 **A. No.**  
24 Q. Miss Freebery?

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1 **A. No.**  
2 Q. Miss Basara?  
3 **A. No. At the meetings with Mr. Willoughby, yes.**  
4 Q. And that's all, no other conversations besides  
5 that?  
6 **A. Right.**  
7 Q. Okay. Did Mr. Wilcoxon and Miss Freebery team  
8 teach during the 2002-2003 school year?  
9 **A. That's correct.**  
10 Q. Okay. And did they teach phys ed and health?  
11 **A. That's correct.**  
12 Q. And you team taught for a period of time with  
13 Miss Freebery, correct?  
14 **A. That's correct.**  
15 Q. And when was that?  
16 **A. '96 to 2002, approximately six years, I think.**  
17 Q. Okay. So did Mr. Wilcoxon take over team  
18 teaching with her right after you stopped team teaching?  
19 **A. When I became student advisor.**  
20 Q. When you team taught did you become friends with  
21 Miss Freebery?  
22 **A. Correct.**  
23 Q. Were you friends outside of work?  
24 **A. No.**

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1 Q. Did you ever do anything together outside of  
2 work?  
3 **A. Outside -- yes.**  
4 Q. Okay. What types of stuff did you do?  
5 **A. When the -- when we would have in-services a**  
6 **group of teachers would go to lunch.**  
7 Q. Okay. Who would be in that group?  
8 **A. Oh, could be anywhere from ten to 12 teachers.**  
9 Q. Was Miss Basara in that group?  
10 **A. No.**  
11 Q. During the 2002-2003 school year were you aware  
12 of any tension between Miss Freebery and Mr. Wilcoxon?  
13 **A. 2002-2003. I don't think that was the -- no.**  
14 Q. Were you aware of any personal problems Miss  
15 Freebery was having during that 2002-2003 school year?  
16 **A. Yes.**  
17 Q. And what were they?  
18 **A. Her marriage was breaking up.**  
19 Q. Anything else?  
20 **A. Not that I recall.**  
21 Q. Did that have any impact on her professional  
22 duties?  
23 **A. It did not.**  
24 Q. Are you aware of any problems that Miss Freebery

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1 was having in her professional life during that school  
2 year?  
3 **A. I am not.**  
4 Q. During that school year are you aware of Miss  
5 Freebery being disciplined for any reason?  
6 **A. I am not.**  
7 Q. Are you aware of Mr. Wilcoxon being disciplined  
8 for any reason during that school year?  
9 **A. 2002-2003?**  
10 Q. Yes.  
11 **A. I am not.**  
12 Q. Okay. We'll move on to the 2003-2004 school  
13 year and that's the year you were assistant to the  
14 principal?  
15 **A. Correct.**  
16 Q. Correct? And Mr. Wilcoxon and Miss Freebery  
17 team taught that year together as well, right?  
18 **A. That's correct.**  
19 Q. And prior to December of that year were you  
20 aware of any tension between Miss Freebery and  
21 Mr. Wilcoxon?  
22 **A. Prior to December? I would say no.**  
23 Q. Were you aware of any problems that Miss  
24 Freebery was having with her personal life during the

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1 2003-2004 school year?  
2 **A. Just that her marriage was broken up.**  
3 Q. Did she speak to you about that during that  
4 school year?  
5 **A. I would say yes.**  
6 Q. Did she relay what type of an impact that was  
7 having on her life?  
8 **A. I don't -- no.**  
9 Q. Was it making her personal life more difficult?  
10 **A. She didn't tell me that.**  
11 Q. Was it making her professional life more  
12 difficult?  
13 **A. It was not.**  
14 Q. She also had just recently had a child at that  
15 time, correct?  
16 **A. Right about the same time that her marriage**  
17 **broke up, yes.**  
18 Q. Did she ever relate to you that the birth of  
19 this child was making her duties as a teacher -- putting  
20 some stress on her duties as a teacher?  
21 **A. She never said those words, no.**  
22 Q. Okay. Well, did she say anything similar to  
23 that?  
24 **A. No.**

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1 Q. That being a mother was making being a teacher  
2 more difficult?  
3 **A. Did she say that exactly? No.**  
4 Q. Did she infer that?  
5 **A. She did not infer that.**  
6 Q. Did she say anything similar to that?  
7 **A. Not that I'm aware of.**  
8 Q. Okay. Are you aware of any problems that Miss  
9 Freebery was having with her professional life during  
10 the 2003-2004 school year?  
11 **A. I am not. During -- you're saying during the**  
12 **whole school year?**  
13 Q. Yes.  
14 **A. With her professional life.**  
15 Q. Yes.  
16 **A. Yes.**  
17 Q. Okay. What was that?  
18 **A. At one point in time she shared with me that**  
19 **Mr. Wilcoxon was making inappropriate comments. That**  
20 **was in December, I believe.**  
21 Q. Anything else?  
22 **A. That's it.**  
23 Q. Was it early December, late December?  
24 **A. Mid December.**

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4 (Pages 10 to 13)

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1 Q. Was it at about the time that the journal --  
2 that you found the journal?  
3 **A. Prior.**  
4 Q. How much prior?  
5 **A. I don't recall.**  
6 Q. Did she tell you what he said?  
7 **A. No. If I can correct that, I don't recall that**  
8 **she did.**  
9 Q. Okay. Did she tell you how many inappropriate  
10 comments he made?  
11 **A. She did not.**  
12 Q. Did you ask her what he said?  
13 **A. No, I did not.**  
14 Q. Where were you when she made these comments?  
15 **A. Front lobby of Skyline Middle School, trophy**  
16 **case area in front of the office, outside the office.**  
17 Q. You're absolutely certain this happened before  
18 the journal --  
19 **A. Correct.**  
20 Q. -- came to light?  
21 **A. Absolutely certain.**  
22 Q. During that school year was Miss Freebery  
23 disciplined for any reason?  
24 **A. During the school year? I believe she received**

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1 **a verbal reprimand.**  
2 Q. For what?  
3 **A. Some of the allegations that were in the**  
4 **journal.**  
5 Q. But she was given no disciplinary letter?  
6 **A. Not that I'm aware of. Not that I recall.**  
7 Q. Do you know if she was observed during that  
8 school year as far as lesson analysis?  
9 **A. She would have to have been observed.**  
10 Q. But to your knowledge, your own personal  
11 knowledge, you don't know --  
12 **A. No. Well, Red Clay requires observations of**  
13 **teachers. So personally, no, but . . .**  
14 Q. Prior to December of that year were you aware  
15 from any source that Miss Freebery arrived late for her  
16 morning duty?  
17 **A. I was not.**  
18 Q. Is it Red Clay or Skyline Middle School policy  
19 that when a teacher arrives late he or she is supposed  
20 to report in or sign in or anything like that?  
21 **A. If the teacher is going to be late common**  
22 **courtesy, professionalism would be to call in, say I'm**  
23 **going to be late.**  
24 Q. But once you get there there is nothing you have

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1 to do?  
2 **A. No.**  
3 Q. Okay. Whenever you would call in to let them  
4 know you're late, who would you call?  
5 **A. The office secretary.**  
6 Q. And what happens then? What does the office do?  
7 **A. Would relay the message to, if the coverage was**  
8 **needed, to an appropriate -- we have a system of**  
9 **coverage.**  
10 Q. Is there a policy at Skyline Middle School that  
11 pertains to visitors at the school?  
12 **A. There is.**  
13 Q. And what's that?  
14 **A. Visitors need to report to the office and state**  
15 **their business. They receive a visitor's pass. They**  
16 **sign in.**  
17 Q. When they state their business does it have to  
18 be some sort of legitimate business or can it just be to  
19 visit somebody?  
20 **A. It could -- well, we have parents come in to**  
21 **visit students. We have parents come in to visit**  
22 **classrooms. So, yeah, there has to be a legitimate**  
23 **business involving the school.**  
24 Q. What about boyfriends to visit girlfriends?

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1 **A. Not that I'm aware of. I don't think there is a**  
2 **policy on that.**  
3 Q. And is the person required to sign out when he  
4 leaves?  
5 **A. That's correct. They return the visitor's pass.**  
6 Q. Okay. Is the teacher responsible for that  
7 visitor when the visitor is there?  
8 **A. I would say yes.**  
9 Q. So if the visitor fails to sign in or sign out,  
10 is that the teacher's responsibility?  
11 **A. Well, in the situation if you're talking about a**  
12 **parent coming in to visit a student, usually they**  
13 **contact the office, I would say that would be the**  
14 **administrator's responsibility to make sure that happens**  
15 **and to inform the teacher that a parent is coming in to**  
16 **observe their class or watch their child in the class.**  
17 **So in that case -- in that instance I would say it's the**  
18 **administrator or the person that took the call to make**  
19 **certain that the parent signed in.**  
20 Q. What about in the case of a personal friend  
21 visiting one of the teachers?  
22 **A. They should -- they still sign in. Who's**  
23 **responsible for them signing in? I would imagine it's**  
24 **-- I would say it's the teacher's.**

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5 (Pages 14 to 17)

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1 Q. Do you know who Bruce Hannah is?  
2 **A. I do.**  
3 Q. And who is he?  
4 **A. He is married, I think currently married to Miss**  
5 **Freebery.**  
6 Q. Were they married during the 2003-2004 school  
7 year?  
8 **A. 2000 -- no. I don't believe so.**  
9 Q. Did they have a relationship at that time?  
10 **A. I --**  
11 Q. Were they friends?  
12 **A. Yeah. Yes.**  
13 Q. Did you see him at the Skyline Middle School  
14 during the 2002-2003 school year?  
15 **A. I don't recall.**  
16 Q. What about the 2003-2004 school year?  
17 **A. I don't recall. I thought I saw him sometimes**  
18 **after school, intramurals.**  
19 Q. Were you ever informed by Mr. Wilcoxon that  
20 Mr. Hannah was not following the proper sign-in  
21 procedures?  
22 **A. I was never informed.**  
23 Q. Okay. You were assigned as Mr. Wilcoxon's  
24 mentor, correct?

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1 **A. I don't think I was assigned. I think I chose**  
2 **to be.**  
3 Q. Okay. When did that start?  
4 **A. When he started.**  
5 Q. Does Red Clay or Skyline have a policy on  
6 teachers leaving class while class is in session?  
7 **A. Yes.**  
8 Q. What is that policy?  
9 **A. They need to -- they should not leave class.**  
10 **They should be supervising their students.**  
11 Q. What's the appropriate response if a teacher  
12 does leave class during class hours?  
13 **A. In which there are students present?**  
14 Q. Yes.  
15 **A. They would be reprimanded.**  
16 Q. In what way?  
17 **A. Well, I'm not sure of the procedure. I have**  
18 **never been involved in that sort of situation but I'm**  
19 **sure there would be a reprimand.**  
20 Q. Sir, are you saying there is no set guidelines  
21 as to how discipline is to be carried out at Skyline?  
22 **A. What I'm saying is I'm not -- I'm not aware of**  
23 **what it is. I'm saying there is -- when the safety of**  
24 **students is involved that is a serious breach.**

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1 Q. In the context of team teaching, would it be  
2 improper for one of the teachers to leave class without  
3 telling the other teacher?  
4 **A. It would be improper.**  
5 Q. Were you ever made aware prior to December, 2003  
6 that Miss Freebery left her classes?  
7 **A. I was not.**  
8 Q. If a teacher is going to be out of class for an  
9 extended period of time are they required to get that  
10 leave approved?  
11 **A. That's correct.**  
12 Q. And are you the person that would approve?  
13 **A. I could.**  
14 Q. During the 2003-2004 school year did you ever  
15 approve Miss Freebery leaving class for an extended  
16 period of time?  
17 MR. WILLOUGHBY: What do you mean by  
18 extended?  
19 MR. WILSON: More than half hour.  
20 THE WITNESS: I don't recall.  
21 BY MR. WILSON:  
22 Q. What about during the 2002-2003 school year?  
23 **A. I don't recall. I don't think that year I could**  
24 **-- I don't think I -- I think that would be -- would**

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1 **have been an -- one of the other administrators. I was**  
2 **in a student advisor role, but, still, if they told me I**  
3 **could pass it along to an administrator if they couldn't**  
4 **be found, but I don't recall that, that she asked me.**  
5 Q. Do you ever keep personal things in your desk,  
6 prescriptions, notes from your wife, any type of  
7 personal effects?  
8 **A. Prescriptions, no. Notes from my wife, no.**  
9 Q. Things that you would consider private?  
10 **A. Yes. Certainly.**  
11 Q. Do you believe that a teacher has some  
12 expectation of privacy in his desk?  
13 MR. WILLOUGHBY: You're talking about  
14 inside, not on top of?  
15 MR. WILSON: Inside.  
16 THE WITNESS: Certainly.  
17 BY MR. WILSON:  
18 Q. What about on top of the desk?  
19 **A. Do they have privacy on top of their desk?**  
20 Q. An expectation of privacy?  
21 **A. Sure.**  
22 Q. And you're aware of the journal that  
23 Mr. Wilcoxon kept on the comings and goings, for lack of  
24 a better term, on Miss Freebery, correct?

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6 (Pages 18 to 21)

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1 **A. I'm aware.**  
2 Q. And you actually found this journal, correct?  
3 **A. I did.**  
4 Q. And where did you find it?  
5 **A. On top of the desk in the phys ed teacher's**  
6 **office.**  
7 Q. Can you tell me how this all came about, how you  
8 came to find the journal?  
9 **A. On, I want to say, December 15th Mr. Wilcoxon**  
10 **had called in sick. I was made aware of it late in the**  
11 **morning when classes were about to begin. I don't know**  
12 **who made me aware of it, but immediately went to the**  
13 **emergency -- with the substitute to the emergency plans**  
14 **in the main office. Opened the drawer, pulled out**  
15 **lesson plans that said PE, in fact they had my name on**  
16 **it, I believe. I opened them up and they were out of**  
17 **date. The bell schedule wasn't even correct. There**  
18 **were -- the class lists weren't correct. I searched**  
19 **through the rest of it thinking I had the wrong one.**  
20 **Couldn't find it.**  
21 **Took the substitute down to the PE**  
22 **teacher's office, opened the door, went in looking for**  
23 **plan book. Plan book was not on top of the desk. There**  
24 **was a notepad similar to the one you have in front of**

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1 **you laying upside down on the top of the desk. I took**  
2 **that and I told the substitute here, this will get you**  
3 **started and have students sign in. He took that, went**  
4 **upstairs to cover the class that was coming in.**  
5 Q. Okay. When you gave him the notebook did you  
6 read what was in the notebook?  
7 **A. I did not.**  
8 Q. Okay. How would the notebook get him started?  
9 **A. It's a blank pad for students to sign in on.**  
10 **That would tell us who's in the class. It would not**  
11 **tell us who's not in the class. So this teacher was**  
12 **blind in the students that belonged in the class. Only**  
13 **the students that showed up would have signed it.**  
14 Q. Couldn't you have printed a class list from your  
15 computer, couldn't you have taken roll that way?  
16 **A. I could have but in time we -- we had to get**  
17 **that class going. A professional teacher would have had**  
18 **appropriate plans for the substitute in case of a**  
19 **last-minute callout.**  
20 Q. So why didn't you print the class list?  
21 **A. Because I -- that wasn't my responsibility to do**  
22 **that. I tried to get that -- I went above and beyond**  
23 **trying to find grade book and bell schedule which**  
24 **weren't available. At that point in time, here, just**

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1 **take this, it will get you started.**  
2 Q. Okay. Did Mr. Wilcoxon tell you that he was  
3 leaving a notepad in his mailbox for the substitute to  
4 take attendance on?  
5 **A. On which date are we talking? On that date, the**  
6 **15th?**  
7 Q. Yes.  
8 **A. He did not.**  
9 Q. And during your mentoring with Mr. Wilcoxon you  
10 showed him this technique of taking attendance on a  
11 notepad, correct?  
12 MR. WILLOUGHBY: He showed Mr. Wilcoxon?  
13 MR. WILSON: Yes.  
14 MR. WILLOUGHBY: And you're saying he told  
15 Mr. Wilcoxon that was an appropriate way to take  
16 attendance, is that what you're saying?  
17 MR. WILSON: Yes.  
18 MR. WILLOUGHBY: You can answer the  
19 question.  
20 THE WITNESS: That is not an appropriate  
21 way to take attendance and I never showed him that that  
22 was.  
23 BY MR. WILSON:  
24 Q. Do you ever take attendance that way?

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1 **A. Myself personally? No. I was prepared.**  
2 Q. Were you disciplined for taking the notebook off  
3 of Mr. Wilcoxon's desk?  
4 **A. I was not.**  
5 Q. Were you counseled for that?  
6 **A. I was not.**  
7 Q. Did you give the notebook to Miss Freebery?  
8 **A. I did not.**  
9 Q. Did you tell her about it?  
10 **A. I told her that I -- what I had done as far as**  
11 **the grade or how to take -- how I had given the**  
12 **substitute a pad to take attendance.**  
13 Q. Do you know how this notebook came into Miss  
14 Freebery's possession?  
15 **A. I assume the substitute.**  
16 Q. But you don't know?  
17 **A. I don't know.**  
18 Q. How did you get into Mr. Wilcoxon's office?  
19 **A. I have a key.**  
20 Q. And other than Mr. Wilcoxon's door there is no  
21 other means in his office to lock anything up, is there?  
22 **A. There is.**  
23 Q. And how is that?  
24 **A. There is a closet there.**

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7 (Pages 22 to 25)

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1 Q. And you can lock that closet?  
2 **A. I did when I taught there.**  
3 MR. WILLOUGHBY: Do you want a glass of  
4 water or anything?  
5 THE WITNESS: No. I'm good.  
6 BY MR. WILSON:  
7 Q. When did you first discuss the journal with Miss  
8 Freebery?  
9 **A. The 15th of December, that day.**  
10 Q. How much longer was it after you gave the  
11 notebook to the substitute that you discussed this with  
12 her?  
13 **A. I would say an hour later.**  
14 Q. What did she say?  
15 **A. Hour and a half. She told me that he was**  
16 **keeping track of her comings and goings and things that**  
17 **she was doing.**  
18 Q. Was she mad?  
19 **A. She was crying.**  
20 Q. Where did this occur?  
21 **A. She called me and I'm assuming from her office**  
22 **to mine.**  
23 Q. And prior to this date Miss Freebery had never  
24 made, to your knowledge, Miss Freebery had never made

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1 any official complaint about the alleged inappropriate  
2 comments, correct?  
3 **A. I have --**  
4 MR. WILLOUGHBY: Repeat the question.  
5 MR. WILSON: Can you read that back?  
6 (Record read.)  
7 MR. WILLOUGHBY: All right.  
8 THE WITNESS: Official, no.  
9 BY MR. WILSON:  
10 Q. Was it improper for Mr. Wilcoxon to keep this  
11 journal?  
12 **A. I think so.**  
13 Q. Why is that?  
14 **A. If there were problems with the staff member it**  
15 **should have been brought to the administration. What**  
16 **Mr. Wilcoxon had said to us is he was doing it to cover**  
17 **his own ass.**  
18 Q. Why would he need to cover his own ass?  
19 **A. I don't know.**  
20 Q. He didn't say?  
21 **A. He did say. He said that he -- that I had heard**  
22 **in comments made by Miss Freebery where he was difficult**  
23 **to work with.**  
24 Q. Okay. And did Miss Freebery ever go to the

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1 administration and bring this to their attention?  
2 **A. Not that I'm aware of.**  
3 Q. So if she did, in fact, say this, that was  
4 improper as well, correct?  
5 **A. If she said -- I don't know if she said it or**  
6 **not.**  
7 Q. But if she did it would be improper, right?  
8 **A. Would it be improper for her to -- your question**  
9 **is would it be improper for her to say that Mr. Wilcoxon**  
10 **was difficult to work with?**  
11 Q. Yes.  
12 **A. I would say no.**  
13 Q. But it is improper for him to record her comings  
14 and goings?  
15 **A. I would agree.**  
16 Q. Okay. Can you tell me what the difference is?  
17 **A. The difference is that he's secretly keeping**  
18 **track of what she's doing. Bring it to the**  
19 **administration's attention if she's doing something**  
20 **improper. His comment was made, according to him, that**  
21 **I had heard it, and I had not heard it. So I don't know**  
22 **if the comment was made or not.**  
23 Q. But if Miss Freebery is making this comment to  
24 other teachers and not making it to Mr. Wilcoxon or the

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1 administration, couldn't that be viewed as secret  
2 comments?  
3 MR. WILLOUGHBY: Are you saying she's  
4 saying it to a third party and that's a secret comment,  
5 is that what you're saying?  
6 MR. WILSON: Yeah.  
7 MR. WILLOUGHBY: Okay.  
8 THE WITNESS: I don't think it's secret if  
9 she's making it public to a group of teachers.  
10 BY MR. WILSON:  
11 Q. Okay.  
12 **A. I don't know. That's how I feel.**  
13 Q. If Mr. Wilcoxon showed the book to another  
14 teacher then that would be okay then?  
15 **A. It would not.**  
16 Q. I'm having a hard time understanding why -- what  
17 the difference is between one person communicating to  
18 another person that somebody is difficult to work with,  
19 not bringing that issue to the administration's  
20 attention, and when another teacher has a problem with a  
21 teacher just writing it down?  
22 **A. One is hypothetical and one is not, correct?**  
23 Q. I'm asking you to assume that it's true that she  
24 was saying that.

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8 (Pages 26 to 29)

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1 **A. Then it's -- I haven't had this situation, if**  
2 **it's unprofessional then it's unprofessional. I was not**  
3 **made aware of it. You're making a hypothetical as**  
4 **opposed to a reality.**  
5 Q. You said you had heard it.  
6 **A. I said I had not heard it. I had not heard the**  
7 **comment by Mr. Wilcoxon.**  
8 Q. No. Had you heard the comment by Miss Freebery  
9 that Mr. Wilcoxon was difficult to work with?  
10 **A. I did not. I did not hear that comment. That's**  
11 **why Mr. Wilcoxon said he was covering his ass.**  
12 Q. Okay.  
13 **A. Because an administrator had heard it.**  
14 Q. Okay. On December 16th, that would be the day  
15 after you found the journal, correct?  
16 **A. That would be correct.**  
17 Q. Was there a meeting with you, Miss Freebery and  
18 Miss Basara?  
19 **A. I would say there was.**  
20 Q. Okay. Where was that meeting?  
21 **A. In the assistant principal's office of Miss**  
22 **Basara.**  
23 Q. Are you the only people that were there?  
24 **A. In the meeting?**

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1 Q. Yes.  
2 **A. Basara, Freebery and myself.**  
3 Q. And Mr. Wilcoxon?  
4 **A. No, I don't think Mr. Wilcoxon was there on the**  
5 **16th.**  
6 Q. Okay. Can you tell me what happened at that  
7 meeting?  
8 **A. I think we had a discussion on what had**  
9 **happened. There was several meetings over that short**  
10 **period of time.**  
11 Q. Okay. When you say you had a discussion over  
12 what had happened, are you talking about the journal or  
13 are you talking about the alleged inappropriate  
14 comments?  
15 **A. I think both.**  
16 Q. And did you decide on a course of action to  
17 take?  
18 **A. With Miss Freebery in the room?**  
19 Q. Yes.  
20 **A. I don't -- no. I don't think, no, we didn't**  
21 **decide on a course of action at that time.**  
22 Q. If Miss Freebery wasn't in the room did you  
23 decide on a course of action?  
24 **A. I believe we discussed that we would bring them**

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1 **both together.**  
2 Q. And that was you and Miss Basara made that  
3 decision?  
4 **A. That's correct.**  
5 Q. And did you bring them together that day?  
6 **A. We did not.**  
7 Q. Are you sure?  
8 **A. I believe it was the 17th.**  
9 Q. All right. So who was at the meeting on the  
10 17th?  
11 **A. Mr. Wilcoxon, Miss Freebery, myself and Miss**  
12 **Basara.**  
13 Q. Was there a union representative there?  
14 **A. There was not.**  
15 Q. Do you know why?  
16 **A. I don't know why.**  
17 Q. When was Mr. Wilcoxon notified of the meeting?  
18 **A. I don't know.**  
19 Q. What was said at the meeting?  
20 **A. We discussed the journal and we discussed**  
21 **inappropriate comments.**  
22 Q. Okay. What did -- tell me about the discussion  
23 about the journal. Did Miss Basara say anything about  
24 the journal?

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1 **A. I'm sure she did.**  
2 Q. Do you recall what she said?  
3 **A. No, not specifics other than we tried to resolve**  
4 **the situation so that they could work together.**  
5 Q. Okay. In general do you recall what she said?  
6 **A. Well --**  
7 Q. Or is that your answer?  
8 **A. That's my answer.**  
9 Q. Okay. Do you recall what Mr. Wilcoxon said  
10 about the journal?  
11 **A. That he was doing it because he had heard that**  
12 **Miss Freebery had made comments in my presence that he**  
13 **was difficult to work with.**  
14 Q. What did Miss Freebery say about the journal?  
15 **A. She said, what I recall, there were -- there**  
16 **were many inaccuracies in it. It wasn't true.**  
17 Q. Did she admit to being late?  
18 **A. On occasion.**  
19 Q. So she just said there were many inaccuracies?  
20 She didn't say they were all inaccurate, correct?  
21 **A. She didn't use the word all.**  
22 Q. Now, did you say anything about the journal at  
23 this meeting?  
24 **A. I think -- I think what I recall is basically we**

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9 (Pages 30 to 33)



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1 **went over how it came into how I got a hold of it, what**  
2 **led up to it on the 15th.**  
3 Q. Okay. With regard to the inappropriate  
4 comments, do you recall in general what Miss Basara said  
5 about that?  
6 **A. I want to say that if those comments are being**  
7 **made they need to stop.**  
8 Q. Do you recall what Miss Freebery said?  
9 **A. In regard to?**  
10 Q. The inappropriate comments?  
11 **A. She's the one that laid the inappropriate**  
12 **comments out.**  
13 Q. She said at that meeting what the comments were?  
14 **A. Yeah.**  
15 Q. And what were those comments?  
16 **A. I can't remember specifics. Regarding Bruce,**  
17 **her body, I believe. That's all. I -- there were a lot**  
18 **related to those two.**  
19 Q. Did Mr. Wilcoxon deny making the comments?  
20 **A. He did.**  
21 Q. Did anything else happen at this meeting? Was  
22 there a resolution as to how they could continue to work  
23 together?  
24 **A. A resolution, no. But I think we hoped that**

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1 **they or my hope was they walked out with an**  
2 **understanding that we need to move forward and hopefully**  
3 **this will be put behind them.**  
4 Q. And was it put behind them?  
5 **A. It was not.**  
6 Q. Why is that?  
7 **A. It didn't get resolved.**  
8 Q. Can you explain that?  
9 **A. I just feel -- trust. The trust that was there**  
10 **before wasn't there after.**  
11 Q. At that meeting did Miss Basara attempt to get  
12 Mr. Wilcoxon to reveal who told him to keep the diary?  
13 **A. I don't believe it was at that meeting.**  
14 Q. Okay. What meeting do you think that was at?  
15 **A. The day before, the 16th.**  
16 Q. The 16th?  
17 **A. Uh-huh.**  
18 Q. And at that meeting she did attempt to get him  
19 to --  
20 **A. I believe so. Yes.**  
21 Q. Do you know why it was so important to know who  
22 advised him to do that?  
23 MR. WILLOUGHBY: Wait a second. You said  
24 so important. That's a different question.

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1 BY MR. WILSON:  
2 Q. Do you know why she wanted to know?  
3 **A. Because Mr. Wilcoxon had said he was advised to**  
4 **keep the journal. Miss Basara asked who advised you.**  
5 Q. Why is that relevant?  
6 **A. I don't know why it's relevant. Somebody is**  
7 **giving him bad information I guess.**  
8 Q. Did Miss Freebery ask Mr. Wilcoxon who advised  
9 him to keep the journal?  
10 **A. On the 16th?**  
11 Q. Yes.  
12 **A. I don't -- I have no idea.**  
13 Q. At any point?  
14 **A. She may have in the 17th meeting.**  
15 Q. Okay. At a meeting like the one that occurred  
16 on the 17th, is it appropriate for one teacher to  
17 question another teacher on issues that you're trying to  
18 resolve?  
19 **A. I have not been in another meeting like that, so**  
20 **-- there was an interchange between the two of them. It**  
21 **wasn't a question. She wasn't -- he wasn't -- he wasn't**  
22 **being grilled or anything like that. They were**  
23 **exchanging.**  
24 Q. Did he ask her questions?

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1 **A. I don't think he -- I don't think he asked her**  
2 **questions but he spoke to her.**  
3 Q. Did you read the journal?  
4 **A. I would say yes, I did.**  
5 Q. Were there things in there that concerned you?  
6 **A. Yes.**  
7 Q. Was there any investigation into -- into some of  
8 those things that were contained in the journal?  
9 **A. Investigation as far as speaking to the teacher,**  
10 **yes.**  
11 Q. Anything other than speaking to the teacher?  
12 **A. Not that I'm -- not from my standpoint, not that**  
13 **I was involved in.**  
14 Q. In any of these meetings that you were present  
15 at did Miss Basara ever make a statement to Mr. Wilcoxon  
16 regarding the fact that he was not tenured?  
17 **A. It -- a question -- I think she questioned**  
18 **whether he was tenured or not.**  
19 Q. Okay. And why did she ask that question, do you  
20 know?  
21 **A. Because Mr. Wilcoxon thought he was going to be**  
22 **fired because of this or not renewed.**  
23 Q. So what did Mr. Wilcoxon say, do you recall?  
24 **A. Specifically, no. Generally he was asking is**

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10 (Pages 34 to 37)

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1 **this, you know, is this going to affect me as a teacher**  
2 **or my position here or renewal of the con -- something**  
3 **in that vein.**  
4 Q. And her response was, you're not tenured?  
5 **A. She asked that question of him.**  
6 Q. So she asked the question in response to his  
7 question?  
8 **A. Right.**  
9 Q. Okay. Was that the only meeting that you were  
10 in attendance on December 17th?  
11 **A. I think there was another meeting that afternoon**  
12 **with Mr. Wilcoxon, myself and Miss Basara.**  
13 Q. Okay. What happened at that meeting?  
14 **A. Mr. Wilcoxon stated that he was upset about what**  
15 **had happened in the earlier meeting.**  
16 Q. Who called this meeting?  
17 **A. I believe Mr. Wilcoxon.**  
18 Q. Okay. And why was he upset -- did he say why he  
19 was upset over the earlier meeting?  
20 **A. The allegations.**  
21 Q. Okay. Is this when the you're not tenured  
22 question --  
23 **A. No.**  
24 Q. -- came up? That was at the previous meeting?

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1 **A. No, that -- I think that happened on the 16th.**  
2 **I can't remember. I don't think that happened until --**  
3 Q. Fair enough. Fair enough. Okay. Did -- when  
4 Mr. Wilcoxon raised his issues about his concerns did  
5 Miss Basara give him any assurances that nothing was  
6 going to happen?  
7 **A. This is the afternoon -- you're talking about**  
8 **the afternoon meeting?**  
9 Q. Yes.  
10 **A. I believe from what I heard on the tape was she**  
11 **was not trying to, I believe the quote was gunning for**  
12 **him.**  
13 Q. Did at this meeting did Miss Basara ask him who  
14 gave him the journal again?  
15 **A. Who gave him the journal?**  
16 Q. Or who advised him to keep the journal?  
17 **A. I don't think that -- that happened only at one**  
18 **meeting.**  
19 Q. Okay. Did Mr. Wilcoxon ever come to you  
20 personally and deny making the comments?  
21 MR. WILLOUGHBY: Are you saying at any  
22 point?  
23 MR. WILSON: Yes.  
24 THE WITNESS: Not that I recall.

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1 BY MR. WILSON:  
2 Q. Did he ever tell you that he thought this was  
3 Miss Freebery's way of getting back at him for keeping  
4 the journal?  
5 **A. Not that I recall.**  
6 Q. At one of these meetings did Mr. Wilcoxon state  
7 that Miss Freebery brought up the topic of sex with him?  
8 **A. Can you ask that again?**  
9 Q. At any of these meetings did Mr. Wilcoxon ever  
10 say that Miss Freebery brought up the topic of sex to  
11 him?  
12 **A. He did.**  
13 Q. And do you recall what he said that she had  
14 said?  
15 **A. I don't recall what he said she said, but he**  
16 **used the term she opened the door as though there was a**  
17 **conversation regarding sex or comments and that because**  
18 **she had made those comments it was now okay for him to**  
19 **say what he said.**  
20 Q. Okay. Now, I believe you testified that in one  
21 of these meetings Miss Basara said to Mr. Wilcoxon if  
22 you made these comments you're not to make them any  
23 more, correct?  
24 **A. Correct.**

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1 Q. And was a similar direction given to Miss  
2 Freebery when Mr. Wilcoxon accused her of making  
3 comments?  
4 **A. I don't think he accused her and said she made**  
5 **comments other than the open the door.**  
6 Q. Okay. So that --  
7 **A. So --**  
8 Q. Go ahead and finish.  
9 **A. Go ahead.**  
10 Q. So when he said the opened the door comment that  
11 wasn't explored any further?  
12 **A. I don't recall. I don't -- that was his defense**  
13 **to what she had said.**  
14 Q. Okay. On January 22nd, 2004, there was another  
15 meeting with Mr. Wilcoxon?  
16 **A. Excuse me. What was the date again?**  
17 Q. January 22nd, 2004.  
18 **A. Okay.**  
19 Q. Do you recall that meeting?  
20 **A. I do not. Not the date.**  
21 Q. Do you recall a meeting where Mr. Wilcoxon was  
22 given three disciplinary letters?  
23 **A. I do.**  
24 Q. I'll represent to you that the record reflects

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1 that this was on January 22nd, 2004.  
2 Do you know if Mr. Wilcoxon was given  
3 48-hours prior notice of this meeting?  
4 **A. I do not know if he was.**  
5 Q. Did Mr. Wilcoxon have a union representative  
6 with him at that meeting?  
7 **A. He did not, not that I'm -- not that I recall.**  
8 Q. Who was at that meeting?  
9 **A. I want to say Mr. Wilcoxon, myself and Miss**  
10 **Basara.**  
11 Q. Was Mr. Bartoli there, too?  
12 **A. He was at one of the meetings. I don't know if**  
13 **that was one -- if that was where the letters were**  
14 **given.**  
15 Q. Okay. At this meeting one of the letters given  
16 to Mr. Wilcoxon was for inappropriate comments, correct?  
17 **A. At one of the meetings, or at that meeting?**  
18 Q. I'll just show you the letter.  
19 (Rumford Deposition Exhibit No. Rumford-1  
20 was marked for identification.)  
21 BY MR. WILSON:  
22 Q. Okay. You can read that and let me know when  
23 you're done.  
24 **A. I'm finished.**

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1 Q. Does this refresh your recollection as to when  
2 the meeting was?  
3 **A. January 20th.**  
4 Q. And then there is some handwriting off to the  
5 right that says 1-22-04, JB, correct?  
6 **A. Correct.**  
7 Q. Would that be indicative that the meeting was  
8 moved from January 20th to the 22nd?  
9 **A. That would be correct.**  
10 Q. Okay. All right. Is this -- is this a letter  
11 that refers to inappropriate comments made by  
12 Mr. Wilcoxon?  
13 **A. It is.**  
14 Q. And it references the December 17th meeting,  
15 correct?  
16 **A. It does.**  
17 Q. And is this a disciplinary letter?  
18 **A. It is.**  
19 Q. Okay. So the meeting on December 17th did lead  
20 to some discipline imposed on Mr. Wilcoxon, correct?  
21 MR. WILLOUGHBY: I object. I don't think  
22 that follows. You can answer.  
23 MR. WILSON: Barry, I think you're coaching  
24 your witness when you say things like that.

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1 MR. WILLOUGHBY: I think you're asking  
2 trick questions.  
3 MR. WILSON: You can object to the form of  
4 the question, but you can't say objection, I don't think  
5 that follows because then your witness is going to say I  
6 don't think that follows. That's inappropriate.  
7 MR. WILLOUGHBY: I think it's inappropriate  
8 for you to ask trick questions.  
9 MR. WILSON: It's not a trick question.  
10 MR. WILLOUGHBY: You tried to do that a  
11 couple times in this deposition.  
12 MR. WILSON: It's not a trick question.  
13 MR. WILLOUGHBY: Or in the earlier one.  
14 MR. WILSON: It references December 17th  
15 and he got disciplined from the discussion that happened  
16 on the 17th.  
17 MR. WILLOUGHBY: Now you're making a  
18 representation I don't agree with.  
19 MR. WILSON: That's what I was asking  
20 about.  
21 MR. WILLOUGHBY: If you want to ask that  
22 question, that's a different question.  
23 MR. WILSON: I did ask the question.  
24 MR. WILLOUGHBY: I don't think you asked it

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1 that way. My objection stands.  
2 BY MR. WILSON:  
3 Q. Okay. Did the meeting of December 17th result  
4 in discipline of Mr. Wilcoxon?  
5 **A. It did.**  
6 Q. And after this letter was given to Mr. Wilcoxon  
7 did he request union representation?  
8 **A. Not to me. He may have to Miss Basara. I**  
9 **don't --**  
10 Q. Do you recall him requesting union  
11 representation?  
12 **A. I don't.**  
13 Q. Okay. Do you recollect Mr. Wilcoxon getting two  
14 other disciplinary letters at this meeting?  
15 **A. I do.**  
16 Q. Was one of them for substitute plans?  
17 **A. I believe so.**  
18 Q. And was the other one for a violation of school  
19 bus duty?  
20 **A. I believe that's -- it's calling in buses. I**  
21 **don't know if it's called bus duty. Had to do with**  
22 **buses.**  
23 Q. Okay. Do you recall a faculty basketball game  
24 during the 2003-2004 school year?

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12 (Pages 42 to 45)

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1 **A. Yes.**  
2 Q. Okay. And initially you and Mr. Wilcoxon were  
3 supposed to organize the game, correct?  
4 **A. Initially, no.**  
5 Q. Okay.  
6 **A. I was delegating.**  
7 Q. Okay. So you were in charge initially?  
8 **A. SSA was in charge. They brought it to my**  
9 **attention and I gave it to the -- to Rich and Miss**  
10 **Freebery because as the phys ed teacher before I**  
11 **organized it with Miss Freebery.**  
12 Q. All right. So the original team was you, Miss  
13 Freebery and Mr. Wilcoxon?  
14 **A. I delegated it to them, yes.**  
15 Q. Okay. What part of it did you delegate to  
16 Mr. Wilcoxon?  
17 **A. Setting it up, running it, help -- getting it**  
18 **organized, same with Miss Freebery.**  
19 Q. So they were supposed to work together on this?  
20 **A. Together or with in conjunction with the SSA**  
21 **person who I think at that time was June Perez.**  
22 Q. And the initiation of this, did it occur before  
23 the discovery of the journal?  
24 **A. I don't think so. I think it happened -- this**

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1 **takes place in usually late winter or had in the past.**  
2 Q. When you delegated it to Miss Freebery and  
3 Mr. Wilcoxon did Miss Freebery object to working with  
4 Mr. Wilcoxon on this?  
5 **A. She did not.**  
6 Q. Did Mr. Wilcoxon make the initial calls to Miss  
7 Perez to begin the organization of the --  
8 **A. I don't know. I don't know.**  
9 Q. At some point was Mr. Wilcoxon eliminated from  
10 the team of organizers for the game?  
11 **A. No, but the -- he didn't -- he wasn't proceeding**  
12 **forward with any of the -- I don't know if he was**  
13 **contacting Miss Perez or not, but it was getting late**  
14 **and it wasn't getting set up.**  
15 Q. Okay. So did you stop communicating with  
16 Mr. Wilcoxon on this?  
17 **A. I believe Miss Freebery was getting the work**  
18 **done.**  
19 Q. Okay. So did you stop communicating with  
20 Mr. Wilcoxon on this?  
21 **A. I don't know if I stopped communicating with him**  
22 **directly but it needed to get done and she was getting**  
23 **it done along with Miss Perez.**  
24 Q. Did you ever approach Mr. Wilcoxon and ask him

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1 what he was doing with regard to the basketball game?  
2 **A. I don't recall doing that, no.**  
3 Q. So any -- let me just show you the document.  
4 Mark that as 2.  
5 (Rumford Deposition Exhibit No. Rumford-2  
6 was marked for identification.)  
7 BY MR. WILSON:  
8 Q. Okay. Have you had a chance to read this?  
9 **A. Yeah.**  
10 Q. All right. At the top it says, to all staff  
11 from Janet Basara, Frank Rumford and Janay Freebery;  
12 Mr. Wilcoxon's name is not on there, correct?  
13 **A. Correct.**  
14 Q. And do you know why his name is not on there?  
15 **A. I don't believe he was doing anything to assist.**  
16 Q. So was there ever a decision made to take him  
17 off the team or off the organizational --  
18 **A. I don't think there was a decision made. It was**  
19 **these people were the ones that were taking lead.**  
20 Q. During the 2003-2004 school year did any of your  
21 responsibilities include performing lesson analysis?  
22 **A. Did not.**  
23 Q. That's going to save us some time. Okay. Do  
24 you ever recall a teacher having money stolen from them

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1 at school that they were collecting for a school  
2 function or event.  
3 Let me ask you first, do you recall  
4 Mr. Wilcoxon having money stolen from him?  
5 **A. I do.**  
6 Q. Okay. Was that during the 2003-2004 school  
7 year?  
8 **A. I believe it was. 2002-2003?**  
9 Q. 2003-2004?  
10 **A. Correct.**  
11 Q. And do you recall the specifics of that?  
12 **A. It was hoops, a Hoops For Heart, American Heart**  
13 **Association fundraiser, apparently the money was left in**  
14 **the multi-purpose room unsecured and one or several**  
15 **students had their money taken that had turned it in.**  
16 Q. And was Mr. Wilcoxon disciplined for this?  
17 **A. I believe he received a letter reprimand.**  
18 Q. Do you recall another teacher in this timeframe  
19 having money stolen?  
20 **A. I believe the school nurse did.**  
21 Q. Do you recall if she was disciplined?  
22 **A. She was not, not that I'm aware of anyway.**  
23 Q. Okay. Let me take a short break, talk to Rich  
24 and then we should be about done.

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13 (Pages 46 to 49)

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C.A. # 05-524-SLR

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1 (Recess taken.)  
2 BY MR. WILSON:  
3 Q. Everybody ready? All right. I just have real  
4 quick follow-up. With regard to the locked closet in  
5 Mr. Wilcoxon's office, that's not a keyed lock, correct?  
6 **A. It is not a key lock.**  
7 Q. There is just a place to put like a padlock or a  
8 combination lock?  
9 **A. That's correct.**  
10 MR. WILSON: Okay. I have nothing further.  
11 BY MR. WILLOUGHBY:  
12 Q. I have a few questions. Let's start with the  
13 question of locks. In the multi-purpose room where  
14 Mr. Wilcoxon left the money unsecured are there any  
15 locking cabinets or locations in there?  
16 **A. There are two.**  
17 Q. Okay. Tell me about those.  
18 **A. There are two five and a half foot cabinets in**  
19 **there where health test material was stored, one on**  
20 **either -- next to either door that leads into the room.**  
21 Q. And they're locked?  
22 **A. They're a key lock.**  
23 Q. So if Mr. Wilcoxon wanted to he could have  
24 locked the money there?

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1 **A. That's correct.**  
2 Q. Okay. You were asked some questions early on in  
3 the deposition about a teacher leaving the room during  
4 class, and you made comment to the effect that that  
5 wouldn't be a proper procedure to leave the students  
6 unsupervised?  
7 **A. That's correct.**  
8 Q. When you were being asked those questions were  
9 you assuming there was a single teacher in the class?  
10 **A. That's correct.**  
11 Q. What happens when you have a team teaching  
12 situation, are there occasions when one teacher might  
13 leave the room for some reason?  
14 **A. That's correct, and usually they communicate.**  
15 Q. And what about situations like that where there  
16 is a guest speaker, would it be any reason why one  
17 teacher could not leave the room when there is a guest  
18 speaker there?  
19 **A. It would not be a reason why they could not.**  
20 Q. You were asked at one point that during the  
21 2003-2004 school year did Miss Freebery prior to the  
22 December 15th incident make any official complaints of  
23 any inappropriate comments, do you remember that  
24 question?

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1 **A. I do.**  
2 Q. You also talked about having a discussion with  
3 her, I think you said at a trophy case?  
4 **A. Lobby area.**  
5 Q. And that was prior to December 15th?  
6 **A. Yes.**  
7 Q. Can you give us a little more detail on what  
8 Miss Freebery said to you about the comments  
9 Mr. Wilcoxon was making and what you said back?  
10 **A. Miss Freebery said that Mr. Wilcoxon was making**  
11 **inappropriate comments to her and my response to her was**  
12 **you need to tell him to stop.**  
13 Q. Okay. And that was prior to December 15th?  
14 **A. That's correct.**  
15 Q. Did you ever overhear any comments by  
16 Mr. Wilcoxon regarding Miss Freebery being pregnant?  
17 **A. I do not.**  
18 Q. When at the meeting on December 17th there was a  
19 conversation that was a dispute resolution-type  
20 conversation and during that meeting did Miss Freebery  
21 discuss inappropriate remarks that Mr. Wilcoxon made?  
22 **A. She did.**  
23 Q. Do you recall the pregnancy issue coming up  
24 during that conversation?

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1 **A. It did.**  
2 Q. There was testimony earlier about Mr. Wilcoxon  
3 making a comment to Miss Basara and to others about Miss  
4 Freebery being the closest thing to a wife and bitch  
5 that he had. Do you recall that being discussed at any  
6 point?  
7 **A. I do.**  
8 Q. When those remarks were made what did  
9 Mr. Wilcoxon say?  
10 **A. I believe he denied them.**  
11 Q. Did he make any remarks about you said opening  
12 the door at one point?  
13 **A. He did say that.**  
14 MR. WILSON: Objection. Asked and  
15 answered.  
16 BY MR. WILLOUGHBY:  
17 Q. Right. Can you take us through what he said  
18 when those remarks were made and what else he said?  
19 **A. When the initial comments were made by Miss**  
20 **Freebery in that meeting Mr. Wilcoxon replied to Miss**  
21 **Freebery that, and Miss Basara and myself, that she had**  
22 **opened the door with comments made by him to her -- by**  
23 **her to him.**  
24 Q. And did he refer to anything in particular?

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14 (Pages 50 to 53)



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1 **A. He did not.**  
2 Q. Did he say anything else about what his intent  
3 was with respect to the comments he had made?  
4 **A. Intent, no.**  
5 Q. Did he say anything about joking, things like  
6 that?  
7 **A. He did say I was just kidding, yes.**  
8 Q. And you listened to the tape of that meeting,  
9 correct?  
10 **A. I did listen.**  
11 Q. Okay. And was that part of the conversation on  
12 the tape?  
13 **A. The inappropriate comments?**  
14 Q. His response when Miss Freebery mentioned  
15 inappropriate comments?  
16 **A. I did not hear it.**  
17 Q. Did he turn the tape off at that point?  
18 **A. He did.**  
19 Q. Did you listen to any other tapes of  
20 conversations that Mr. Wilcoxon secretly made other than  
21 that one day?  
22 **A. I believe I did.**  
23 Q. Okay. What others did you listen to?  
24 **A. I believe it was the day before.**

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1 Q. Okay. Any others besides that?  
2 **A. Not that I recall.**  
3 Q. You were asked some questions about a teacher  
4 being expected to call in if they're going to be late?  
5 **A. Correct.**  
6 Q. Now what time is the teacher supposed to be at  
7 the school?  
8 **A. At that time I think it was -- it's changed. I**  
9 **believe it was 7:35 they had to be there.**  
10 Q. What time did the students come in?  
11 **A. That's when the students had to come in. So**  
12 **ten, 15 minutes earlier than that they had to be in.**  
13 Q. So if a teacher was going to be a minute or two,  
14 five minutes late but the students wouldn't be there  
15 would they be expected to call in?  
16 **A. No.**  
17 Q. If they were going to be late when students were  
18 arriving, would they be expected to call in?  
19 **A. That's correct.**  
20 Q. And what would you and the administration do if  
21 you got a call like that?  
22 **A. We have a coverage plan where we would assign**  
23 **teachers that don't have duties to cover until that**  
24 **teacher arrives.**

Page 56

1 Q. When you were teaching did you ever have to  
2 cover for another teacher who was late?  
3 **A. Yes, I did.**  
4 Q. To your knowledge did Miss Freebery ever have to  
5 do that when she taught there?  
6 **A. Certainly.**  
7 Q. Go back to the stolen money issue and you were  
8 asked about the school nurse, do you remember that?  
9 **A. I do.**  
10 Q. Where was the money kept and how was it secured  
11 for the school nurse?  
12 **A. I believe she kept it in that instance in the, I**  
13 **don't know what you call it, in the box where the**  
14 **medication is that's locked.**  
15 Q. So in that case was the money locked up?  
16 **A. It was locked up.**  
17 MR. WILLOUGHBY: Okay. That's all I have.  
18 BY MR. WILSON:  
19 Q. I just have a couple follow-ups. Okay. When  
20 Mr. Willoughby asked you about the team teaching  
21 scenario where a teacher leaves the room, and you said  
22 it's okay if there is communication, correct --  
23 **A. Correct.**  
24 Q. -- between the two teachers. What if there is

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1 no communication, is that proper?  
2 **A. Well, no. It wouldn't be proper. It wouldn't**  
3 **-- it wouldn't be proper for one teacher just to walk**  
4 **out on the other.**  
5 Q. Okay. And in the scenario with the guest  
6 speaker, you said that it would be okay for one teacher  
7 to leave, would it be okay for that teacher to leave  
8 for, say, the whole class period?  
9 **A. It would be okay if there was communication is**  
10 **what I believe I said.**  
11 Q. Okay. And you stated that you had covered for  
12 teachers that arrived late in the past, correct?  
13 **A. Sure.**  
14 Q. Did you ever cover for Miss Freebery?  
15 **A. I don't believe so.**  
16 Q. When you team taught with Miss Freebery was she  
17 ever late?  
18 **A. Wow, maybe a couple times. But so was I.**  
19 MR. WILSON: All right. I have nothing  
20 further.  
21 MR. WILLOUGHBY: Okay. That's all I have.  
22 We're going to read and sign. Okay. You're done.  
23 (Whereupon the Deposition concluded at  
24 approximately 2:30 p.m.)

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15 (Pages 54 to 57)

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Page 60

1 State of Delaware)  
2 )  
3 New Castle County)  
4 CERTIFICATE OF REPORTER  
5 I, Elaine G. Parrish, Registered  
6 Professional Reporter and Notary Public, do hereby  
7 certify that there came before me on the 25th day of  
8 May, 2006, the deponent herein, FRANK RUMFORD, who was  
9 duly sworn by me and thereafter examined by counsel for  
10 the respective parties; that the questions asked of said  
11 deponent and the answers given were taken down by me in  
12 stenotype notes and thereafter transcribed into  
13 typewriting under my direction.  
14 I further certify that the foregoing is a  
15 true and correct transcript of the testimony given at  
16 said examination of said witness.  
17 I further certify that I am not counsel,  
18 attorney, or relative of either party, or otherwise  
19 interested in the event of this suit.  
20  
21 Elaine G. Parrish  
22 Certification No. 170-RPR  
23 (Expires January 31, 2009)  
24

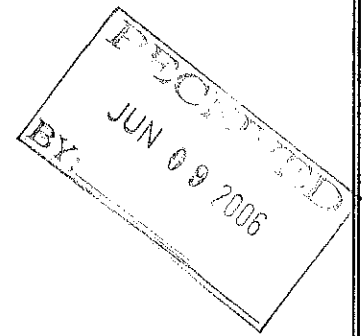
DATED: June 1, 2006

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1  
2 REPLACE THIS PAGE  
3 WITH THE ERRATA SHEET  
4 AFTER IT HAS BEEN  
5 COMPLETED AND SIGNED  
6 BY THE DEPONENT.  
7  
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16 (Pages 58 to 60)



In the Matter Of:

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**v.**

**Red Clay Consolidated School District**

**C.A. # 05-524-SLR**

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**Transcript of:**

**Janet Basara**

**May 25, 2006**

---

Wilcox & Fetzer, Ltd.  
Phone: 302-655-0477  
Fax: 302-655-0497  
Email: lhertzog@wilfet.com  
Internet: www.wilfet.com

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Page 1

1 IN THE UNITED STATES DISTRICT COURT  
2 FOR THE DISTRICT OF DELAWARE

3 RICHARD WILCOXON : CIVIL ACTION  
4 Plaintiff :  
5 -v- :  
6 RED CLAY CONSOLIDATED :  
7 SCHOOL DISTRICT BOARD OF : NO. 05-524-SLR  
8 EDUCATION, and JANAY :  
9 FREEBERY :  
10 Defendants :

11 Deposition of JANET BASARA, taken before  
12 Elaine Gallagher Parrish, Registered Professional  
13 Reporter, at 1509 Gilpin Avenue, Wilmington, Delaware on  
14 May 25, 2006, commencing approximately at 9:05 a.m.

15 APPEARANCES:

16 TIMOTHY J. WILSON, ESQ.  
17 Margolis Edelstein  
18 1509 Gilpin Avenue  
19 Wilmington, Delaware 19806  
20 for the Plaintiff,

21 BARRY M. WILLOUGHBY, ESQ.  
22 Young Conaway Stargatt & Taylor, LLP  
23 P.O. Box 391  
24 The Brandywine Building  
1000 West Street, 17th Floor  
Wilmington, Delaware 19801  
for the Defendants.

ALSO PRESENT:

25 RICHARD WILCOXON  
26 DIANE DUNMON  
27 JANAY FREEBERY

28 WILCOX & FETZER  
29 1330 King Street - Wilmington, Delaware 19801  
30 (302) 655-0477

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Page 2

1 JANET BASARA,  
2 having been first duly sworn according to law, was  
3 examined and testified as follows:  
4 BY MR. WILSON:  
5 Q. Good morning, Miss Basara.  
6 A. **Good morning.**  
7 Q. Am I pronouncing your name right?  
8 A. **Yes.**  
9 Q. Basara?  
10 A. **Basara.**  
11 Q. Okay. We met earlier this morning when you came  
12 in, but once again my name is Tim Wilson and I'm  
13 Mr. Wilcoxon's attorney in his lawsuit against Red Clay  
14 Consolidated School District and Janay Freebery. Just  
15 for clarification, if I mention Red Clay it refers to  
16 Red Clay Consolidated School District, okay?  
17 A. **Uh-huh.**  
18 Q. Do you understand that?  
19 A. **Yes.**  
20 Q. I'd like to go over a couple instructions before  
21 we start the deposition just so you know how it's going  
22 to proceed. I am going to be asking you questions  
23 pertaining to this lawsuit and when you respond you need  
24 to do so verbally. The Court Reporter can't take down

Page 4

1 A. **Yes.**  
2 Q. Are you taking any medications today that could  
3 impair your ability to testify truthfully?  
4 A. **No, but I have a very sore throat and I'm**  
5 **sucking on lozenges if that's all right.**  
6 Q. That's fine with me. Have you ever been deposed  
7 before?  
8 A. **Never.**  
9 Q. Where were you born?  
10 A. **Wilmington, Delaware.**  
11 Q. And what's your birth date?  
12 A. **1-3-53.**  
13 Q. And your address?  
14 A. **209 Barberry Drive, Wilmington, Delaware, 19808.**  
15 Q. How long have you lived there?  
16 A. **Almost 20 years.**  
17 Q. Do you own?  
18 A. **Yes.**  
19 Q. Have you ever been charged with a crime?  
20 A. **Never.**  
21 Q. Did you serve in the military?  
22 A. **No.**  
23 Q. Have you ever been sued in your individual  
24 capacity?

Page 3

1 head nods and it's difficult for her to take down  
2 uh-huhs and unh-unhs. So let's try to make it as clear  
3 as possible.  
4 As you know, you have just been sworn in  
5 and your testimony is under oath, so you must answer  
6 truthfully just as if you were in court. If you don't  
7 hear a question or don't understand it, let me know and  
8 I will rephrase it or explain it to you.  
9 A. **Uh-huh.**  
10 Q. Please let me finish asking the question before  
11 you answer, and I will let you finish answering before I  
12 ask a question so we can have a clear transcript. If at  
13 any time you come to realize that a statement you made  
14 is incorrect or inaccurate, please let me know and  
15 you'll be permitted to clarify the record. You can not  
16 talk or confer with your attorney during the deposition  
17 either in here or during breaks unless it pertains to a  
18 matter of privilege and Mr. Willoughby will certainly  
19 chime in if it does.  
20 If at any time you need to take a break,  
21 for any reason, let me know and then we'll do that,  
22 okay?  
23 A. **Yes.**  
24 Q. Do you understand these instructions?

Page 5

1 A. **Never.**  
2 Q. Have you ever sued someone else?  
3 A. **No.**  
4 Q. Have you ever been treated for or had counseling  
5 for alcohol problems?  
6 A. **Never.**  
7 Q. Drug problems?  
8 A. **Never.**  
9 Q. Did you go to college?  
10 A. **Yes.**  
11 Q. Where did you go?  
12 A. **University of Delaware, Wilmington College and**  
13 **Widener.**  
14 Q. Okay. Did you get a degree from University of  
15 Delaware?  
16 A. **Yes.**  
17 Q. In what?  
18 A. **Bachelor of Education.**  
19 Q. And what year?  
20 A. **Um, '73, '74.**  
21 Q. And Wilmington College, did you get a degree?  
22 A. **I got certification for administration at**  
23 **Wilmington College.**  
24 Q. When did that certification occur?

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2 (Pages 2 to 5)



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Page 6

1 **A. I don't remember exactly.**  
2 Q. Okay. What about Widener?  
3 **A. Master's Degree.**  
4 Q. And was that Widener here in Delaware or in  
5 Pennsylvania?  
6 **A. Widener in -- in Pennsylvania.**  
7 Q. Chester?  
8 **A. Yes. They came here and presented a program but**  
9 **it was -- that's where the teachers were from.**  
10 Q. Did you get a degree from Widener?  
11 **A. Yes.**  
12 Q. And what was that?  
13 **A. Master's Degree.**  
14 Q. Master's in education?  
15 **A. Yes.**  
16 Q. Were any of the degrees you earned earned with  
17 honors?  
18 **A. All of them.**  
19 Q. And what honors did you receive?  
20 **A. Baccalaureate -- I forget what they call that**  
21 **when you get --**  
22 MR. WILLOUGHBY: Cum Laude.  
23 THE WITNESS: Cum Laude, that's it.  
24 BY MR. WILSON:

Page 7

1 Q. Congratulations.  
2 **A. Thank you.**  
3 Q. And was that for the Bachelor's of Education?  
4 **A. Yes.**  
5 Q. And for the Master's?  
6 **A. Yes.**  
7 Q. Both Cum Laude?  
8 **A. Yes.**  
9 Q. Are you presently employed by Red Clay?  
10 **A. Yes.**  
11 Q. And what is your job title?  
12 **A. Right now I'm the assistant principal at**  
13 **Brandywine Springs Elementary.**  
14 Q. And how long have you held that position?  
15 **A. A year.**  
16 Q. So are we talking this current school year?  
17 **A. Uh-huh. Yes.**  
18 Q. Okay. And where were you before that?  
19 **A. Skyline Middle School as the assistant**  
20 **principal.**  
21 Q. And how long did you serve in that capacity?  
22 **A. Four years.**  
23 Q. And --  
24 **A. I think four years, yes.**

Page 8

1 Q. At one point you were the acting principal,  
2 correct?  
3 **A. Correct.**  
4 Q. And when was that?  
5 **A. 2002-2003 school year. Is that right?**  
6 MR. WILLOUGHBY: I think it was 2003-2004.  
7 THE WITNESS: 2003-2004 school year.  
8 BY MR. WILSON:  
9 Q. Okay. In your role as assistant principal at  
10 Skyline, did you perform functions such as disciplining  
11 employees on behalf of the School Board?  
12 **A. As an assistant principal?**  
13 Q. Yes?  
14 **A. No.**  
15 Q. What about as acting principal?  
16 **A. Yes.**  
17 Q. What did you do to prepare for today's  
18 deposition?  
19 **A. I refreshed my memory by reading over some of my**  
20 **notes that I had taken at the time, knowing that it was**  
21 **two years -- two years ago.**  
22 Q. Your own personal notes?  
23 **A. Yes.**  
24 MR. WILLOUGHBY: I want to be clear, that

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1 these are notes that you prepared for counsel, if I'm  
2 thinking of the same notes?  
3 THE WITNESS: Yes.  
4 BY MR. WILSON:  
5 Q. Did you review any notes that you didn't prepare  
6 for the lawsuit?  
7 **A. That I did not prepare? I'm not sure what you**  
8 **mean.**  
9 Q. Well, Mr. Willoughby just clarified that the  
10 notes that you reviewed you did in preparation for the  
11 lawsuit.  
12 **A. Back in 2003, the whole time that this was going**  
13 **on I just jotted notes to remind myself what happened.**  
14 Q. Did you do so at any attorney's request?  
15 **A. No, not then.**  
16 Q. Did you do so in anticipation of a lawsuit?  
17 **A. Not really.**  
18 Q. Okay. I don't think that qualifies.  
19 MR. WILLOUGHBY: We may be talking about  
20 two different sets of notes then. That's fine.  
21 BY MR. WILSON:  
22 Q. Have you provided those notes to Mr. Willoughby?  
23 **A. Yes.**  
24 Q. Did you meet with Mr. Willoughby prior to the

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Page 10

1 deposition?  
2 **A. This deposition?**  
3 Q. Yes.  
4 **A. Yes.**  
5 Q. And when was that?  
6 **A. Yesterday. No. Yesterday, two days ago.**  
7 **Tuesday. Today is Thursday. Tuesday, and one day last**  
8 **week.**  
9 Q. Approximately how long did you meet with him?  
10 **A. A day and a half, total.**  
11 Q. Other than the notes that you spoke of did you  
12 review any other documents?  
13 **A. Yes.**  
14 Q. Do you recall what those documents were?  
15 **A. The documents that Richard presented to you.**  
16 Q. Anything specific that you can recall?  
17 **A. A lot of documents. The letters, in particular.**  
18 Q. The discipline letters?  
19 **A. Yes. The observations, and his performance**  
20 **appraisal.**  
21 Q. Anything else that you recall?  
22 **A. No.**  
23 Q. Okay. Did you review Mr. Wilcoxon's deposition  
24 transcript?

Page 11

1 **A. Yes.**  
2 Q. Did you listen to the tapes that Mr. Wilcoxon  
3 recorded of your meetings?  
4 **A. We tried to but they were really unintelligible.**  
5 **And I think we only listened to one, and I understand**  
6 **there were maybe four.**  
7 Q. Did you speak to anybody other than  
8 Mr. Willoughby to prepare for this deposition?  
9 **A. No.**  
10 Q. Did you talk to anybody in general about the  
11 lawsuit?  
12 **A. No.**  
13 Q. You haven't talked to Miss Freebery about the  
14 lawsuit?  
15 **A. Never.**  
16 Q. Mr. Rumford?  
17 **A. No, although he was in the deposition -- or the**  
18 **preparation for the deposition.**  
19 Q. Was Miss Freebery in that preparation?  
20 **A. No.**  
21 Q. Okay. You're aware that Mr. Wilcoxon and Miss  
22 Freebery team taught during the 2002 through 2003 school  
23 year, correct?  
24 **A. Right.**

Page 12

1 Q. And what subjects did they team teach?  
2 **A. PE and health.**  
3 Q. Can you give me a brief explanation as to how  
4 team teaching works?  
5 **A. Usually they plan together, when teachers team**  
6 **teach they plan together, help each other prepare**  
7 **materials and whatnot, work together sometimes in the**  
8 **same room. In the gym they would -- they could be**  
9 **separated because there was a divider or they could**  
10 **leave the divider open and do a coed, and in health they**  
11 **work together in a multi-purpose room which was our**  
12 **auditorium which was a little smaller than an auditorium**  
13 **but they would put both classes together and teach**  
14 **health.**  
15 Q. Okay. Prior to this school year Miss Freebery  
16 had been on sabbatical, correct?  
17 **A. Yes.**  
18 MR. WILLOUGHBY: I object. I'm not sure  
19 that she was on sabbatical. She was on maternity leave.  
20 MR. WILSON: Well, she just answered yes.  
21 THE WITNESS: Well, maternity leave.  
22 MR. WILLOUGHBY: You got to be clear in the  
23 question. That's why I objected.  
24 THE WITNESS: She was on maternity leave.

Page 13

1 She had a baby.  
2 BY MR. WILSON:  
3 Q. Was she out the whole year?  
4 **A. Half a year.**  
5 Q. During the 2002-2003 school year were you aware  
6 of any tension between Miss Freebery and Miss Wilcoxon?  
7 **A. Is that the year this all started?**  
8 MR. WILLOUGHBY: He's referring to the  
9 first year when she came back from maternity leave.  
10 BY MR. WILSON:  
11 Q. The first year they would have team taught  
12 together.  
13 **A. No. There was not a problem that I was aware**  
14 **of.**  
15 Q. How long have you known Miss Freebery?  
16 **A. Since I started working at Skyline.**  
17 Q. When was that?  
18 **A. What -- do I know what year -- I really don't**  
19 **remember what year. Let's see, it would be 2001, I**  
20 **think 01-02 school year, maybe.**  
21 Q. So for about five or six years --  
22 **A. Uh-huh.**  
23 Q. -- is that approximate? Are you a personal  
24 friend of Miss Freebery's?

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4 (Pages 10 to 13)

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Page 14

1 **A. No, I am not.**  
2 Q. Do you ever socialize with her out of work?  
3 **A. I have never.**  
4 Q. Never gone to lunch?  
5 **A. No, I didn't.**  
6 Q. Out for drinks?  
7 **A. No.**  
8 Q. Ever been to her house?  
9 **A. Only for Christmas parties which she held for**  
10 **the staff.**  
11 Q. Parties or party?  
12 **A. I believe there may have been two. There was a**  
13 **baby shower, and the Christmas party that I remember.**  
14 Q. Other than those two instances you haven't done  
15 anything with Miss Freebery outside of work?  
16 **A. No, I have not.**  
17 Q. Were you aware of any problems that Miss  
18 Freebery was having in her personal life during the  
19 2002-2003 school year?  
20 **A. Yes.**  
21 Q. And what were those?  
22 **A. She had just separated from her husband, was**  
23 **getting a divorce and had just had a baby.**  
24 Q. Did that have an impact on her professional

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1 duties?  
2 **A. No, it did not.**  
3 Q. In no way?  
4 **A. Not that I was aware of.**  
5 Q. What about during the 2003-2004 school year, are  
6 you aware of any problems that Miss Freebery was having  
7 with her personal life?  
8 **A. With her personal life?**  
9 Q. Yes.  
10 **A. Not really. Things were settled down and she**  
11 **was doing better as far as I knew. She was dating. She**  
12 **was adjusting to being a single mother.**  
13 Q. Who was she dating?  
14 **A. Um, Bruce was one and I don't know if there was**  
15 **another.**  
16 Q. Was that Bruce Hannah?  
17 **A. Uh-huh.**  
18 Q. You say there was another one, too?  
19 MR. WILLOUGHBY: If you know the answer,  
20 THE WITNESS: I don't know who the other  
21 person was. I know there was another gentleman who was  
22 dating her at one point.  
23 BY MR. WILSON:  
24 Q. Okay. Getting back to the 2002-2003 school

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1 year, did Miss Freebery have any issues with her  
2 professional life during that school year?  
3 **A. Not that I was aware of until we saw the**  
4 **documentation.**  
5 Q. And what documentation was that?  
6 **A. The one that Richard was keeping on her. He had**  
7 **never brought that to my attention, so I was not aware**  
8 **that anything had happened.**  
9 Q. I'm talking 2002-2003 school year?  
10 **A. Oh, that's the year before?**  
11 Q. I believe so, yes.  
12 **A. Okay. No, none.**  
13 Q. During that same school year, 2002-2003, was  
14 Mr. Wilcoxon disciplined for any reason?  
15 **A. No.**  
16 Q. Was Miss Freebery observed during that school  
17 year, 2002-2003?  
18 **A. She would have been either by myself or the**  
19 **principal.**  
20 Q. Who was the principal then?  
21 **A. Dr. Manolakas.**  
22 Q. Do you recall the results of those observations?  
23 **A. No, I do not.**  
24 Q. During that school year were there any problems

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1 with Mr. Wilcoxon performing his duties?  
2 **A. Do you mean that were in writing or just that**  
3 **indicated there might be issues?**  
4 Q. Anything that you were aware of?  
5 **A. He had issues with classroom control. He sent**  
6 **students out of class quite a bit to be disciplined. He**  
7 **was working with Frank Rumford and Frank was mentoring**  
8 **him trying to help him get control; lesson plans, help**  
9 **him with lesson plans, things like that.**  
10 Q. So, is it inappropriate to send students out of  
11 the class if you're having problems with them?  
12 **A. Not inappropriate. If you're having a**  
13 **discipline problem you would send them out to a timeout**  
14 **room. I just remember that there were a lot coming out**  
15 **of Mr. Wilcoxon's room.**  
16 Q. Okay.  
17 **A. And that's when you're comparing a staff of 40,**  
18 **40 teachers or so, he had a large number.**  
19 Q. Is it possible that that could be an issue of  
20 the makeup of the students in his class as opposed to  
21 Mr. Wilcoxon?  
22 **A. As opposed to him?**  
23 Q. Yes.  
24 **A. No, all the teachers had the same students. I**

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5 (Pages 14 to 17)

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1 **mean other teachers had the same students that he had.**

2 Q. So the classes remained the same as they went  
3 from subject to subject to subject?

4 **A. No.**

5 Q. So the makeup of the classes were different?

6 **A. He taught sixth, seventh and eighth graders.**

7 Q. Right.

8 **A. And other teachers taught sixth, seventh and**  
9 **eighth graders. Yes, the makeup would be different in**  
10 **his class and others classes. They all moved.**

11 Q. So it is possible that it could be a function of  
12 the makeup of the class. In other words, it could be  
13 possible that he had a larger share of bad apples in his  
14 class than did other teachers?

15 **A. I don't know how to answer that.**

16 Q. Is it possible?

17 **A. I want to say that there were other teachers who**  
18 **taught the same children and didn't have to send as many**  
19 **students out of class.**

20 Q. But you just testified that the makeup wasn't  
21 the same?

22 **A. Correct.**

23 Q. So it is possible that there were more bad kids  
24 in one class as opposed to another, even though they

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1 stand to reason that he would have to send more students  
2 out for discipline than the teachers that only had one  
3 student that had a discipline problem?

4 MR. WILLOUGHBY: Can you repeat that again,  
5 make sure I understand it? This is a hypothetical and  
6 you're saying there is five discipline problems?

7 MR. WILSON: Yes.

8 MR. WILLOUGHBY: In the whole school or the  
9 grade or something?

10 MR. WILSON: In the one grade.

11 MR. WILLOUGHBY: Okay. Go ahead. Tell me  
12 it again.

13 MR. WILSON: Can you read it back?

14 (Record read.)

15 THE WITNESS: I think that is just too  
16 hypothetical to even answer. It depends on the teacher.

17 BY MR. WILSON:

18 Q. So in your opinion it doesn't depend on the  
19 students at all?

20 **A. No. It depends -- the students can be a problem**  
21 **when they're together. Certain student combinations are**  
22 **not good combinations. What a teacher needs to do is**  
23 **separate those students out in their class in order to**  
24 **make it work.**

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1 were the same students in the same grades?

2 **A. I don't think the kids are bad kids. The kids**  
3 **need discipline. The kids need direction. They need**  
4 **instruction.**

5 Q. Okay. Let me rephrase it then. It is possible  
6 that there are -- were more kids in Mr. Wilcoxon's class  
7 that were discipline problems as opposed to other  
8 classes?

9 **A. A student would be a discipline problem in any**  
10 **class or could be a discipline problem in any class. So**  
11 **it's a matter how the teacher handles those discipline**  
12 **problems, if they eventually get control of those**  
13 **students and understand the student and work with the**  
14 **student. So any student is a potential problem.**

15 Q. Okay. If there is a total of five discipline  
16 problems in the sixth grade?

17 MR. WILLOUGHBY: Is this a hypothetical  
18 question?

19 MR. WILSON: Yes.

20 MR. WILLOUGHBY: Okay.

21 BY MR. WILSON:

22 Q. In every other class that a teacher teaches  
23 there is one of those students in the class and in  
24 Mr. Wilcoxon's class there is all of five, wouldn't it

Page 21

1 Q. Okay. You mention that Mr. Wilcoxon was being  
2 mentored by Frank Rumford?

3 **A. Yes.**

4 Q. Were there other teachers at the school that had  
5 mentors?

6 **A. Yes. Every new teacher had a mentor.**

7 Q. Other than this issue that you identified with  
8 Mr. Wilcoxon, were there any other issues with him  
9 during the 2002-2003 school year?

10 **A. There were a few parent phone calls but nothing**  
11 **that was extraordinary.**

12 Q. Was there any forms of discipline imposed on  
13 Mr. Wilcoxon during that year?

14 **A. No. What we try to do is work with new**  
15 **teachers, help them figure out how to control their**  
16 **class better, what strategies would work, separate the**  
17 **two, don't put them on the same team, that's what you**  
18 **do. As an administrator it's your job to work with the**  
19 **teacher and help them to get over whatever issues**  
20 **they're having to make them a better teacher, and new**  
21 **teachers often have problems.**

22 Q. Okay. Was Mr. Wilcoxon observed during that  
23 school year?

24 **A. Yes.**

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6 (Pages 18 to 21)

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1 Q. Were any of the observations negative?  
2 **A. Not that I know of. There were a few**  
3 **recommendations in them. So I don't know exactly what**  
4 **you mean by negative, but they did have recommendations.**  
5 Q. Well --  
6 **A. A --**  
7 Q. I'm sorry. When there is a poor lesson analysis  
8 received by a teacher --  
9 **A. Uh-huh --**  
10 Q. -- then, correct me if I'm wrong, they're put on  
11 an IIP, correct?  
12 **A. Not necessarily.**  
13 Q. Okay.  
14 **A. That would be after repeated problems that are**  
15 **not changing I'd do that.**  
16 Q. Okay. Was Mr. Wilcoxon put on an IIP that year?  
17 **A. No, he was not. Again, our goal was to work**  
18 **with Mr. Wilcoxon and not to admonish him but to try to**  
19 **get him to be successful.**  
20 Q. With respect to most other teachers, when  
21 they're observed, are there recommendations on their  
22 observation results?  
23 **A. That varies greatly with the teacher.**  
24 Q. So sometimes there is no recommendations?

Page 23

1 **A. Yes, sometimes there are no recommendations.**  
2 Q. All right. I'd like to move on to the 2003-2004  
3 school year. Mr. Wilcoxon and Miss Freebery team taught  
4 again during that year, correct?  
5 **A. Yes.**  
6 Q. And this was the year you were acting principal?  
7 **A. In October.**  
8 Q. And did they team teach PE and health again?  
9 **A. Yes.**  
10 Q. Anything else?  
11 **A. No.**  
12 Q. Prior to December of the 2003-2004 school year  
13 were you aware of any tension between Miss Freebery and  
14 Mr. Wilcoxon?  
15 **A. No, I was not.**  
16 Q. Okay. From here on out I just want you to  
17 assume I'm talking about the 2003-2004 school year.  
18 **A. Okay.**  
19 Q. Just so, you know, I don't have to say it a  
20 million times.  
21 **A. Okay.**  
22 Q. During that school year was Miss Freebery  
23 disciplined for any reason?  
24 **A. You mean a verbal, possible verbal reprimand?**

Page 24

1 Q. Yes. Any type of discipline?  
2 **A. Yes.**  
3 Q. Okay. For what?  
4 **A. The things that Rich -- Richard put on the**  
5 **documentation, he had not brought that to my attention,**  
6 **but when it was found I spoke to Miss Freebery and at**  
7 **that point Rich had already said, I'm sorry, Richard,**  
8 **had already said that he had exaggerated, he had written**  
9 **it in anger and some of it was not true. So when I**  
10 **spoke to Miss Freebery I said verbal reprimand, whatever**  
11 **was true, whatever part of that is true, it needs to**  
12 **stop.**  
13 Q. Okay. Did you do any investigation into what  
14 was true and what was not true?  
15 **A. We talked about that together as a group.**  
16 Q. Okay. With Mr. Wilcoxon?  
17 **A. Yes.**  
18 Q. Okay. When did he tell you that he exaggerated?  
19 **A. In that meeting.**  
20 Q. And what date was that meeting?  
21 **A. There were a lot of meetings on the 15th, 16th**  
22 **and 17th. We had a lot of in and out, in and out, and**  
23 **we were trying to figure out what exactly happened.**  
24 Q. Okay. Was the meeting that he allegedly said

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1 that he exaggerated, was Miss Freebery in that meeting?  
2 **A. I think that was the meeting but I can't tell**  
3 **you for sure. We tried to listen to the tape but it was**  
4 **too staticky.**  
5 Q. Was Miss Freebery observed during that school  
6 year?  
7 **A. I don't think I did an observation on her but**  
8 **she would have been observed.**  
9 Q. Why do you say she would have been?  
10 **A. Every teacher gets observed every year.**  
11 Q. How many times?  
12 **A. Once, twice. Once or twice. A non-tenured**  
13 **teacher would get observed more than a tenured teacher.**  
14 **So I'm assuming, although I don't know for sure, that**  
15 **Janay would have had one.**  
16 Q. What determines if a tenured teacher gets  
17 observed once or twice?  
18 **A. The policy is that they would get one**  
19 **observation one year and two observations the second**  
20 **year, and then a performance appraisal. Am I right on**  
21 **that?**  
22 MR. WILLOUGHBY: You can't -- you have to  
23 give your best recollection.  
24 THE WITNESS: That's what I think it is.

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7 (Pages 22 to 25)



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1 BY MR. WILSON:  
2 Q. So it's a two-year cycle?  
3 **A. It is. And it's usually one per year because of**  
4 **time, it just takes a long time to do them.**  
5 Q. Are you aware of any negatives or  
6 recommendations on Miss Freebery's observations from  
7 that year?  
8 **A. No, I am not aware of any.**  
9 Q. Were you aware from any source that Miss  
10 Freebery arrived late for morning duty at any time  
11 during that school year?  
12 **A. I was not until Richard made his documentation.**  
13 Q. If she had been late for morning duty would she  
14 have been required to sign in anywhere?  
15 **A. If she was late?**  
16 Q. Yeah.  
17 **A. No, we didn't have a sign-in in the morning for**  
18 **teachers.**  
19 Q. So they could just come in whenever they wanted?  
20 **A. No. They were due in before the students. 7:30**  
21 **the teachers needed to be in the building; 7:45 the**  
22 **students came in.**  
23 Q. How do you keep track of teachers that came in  
24 late?

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1 **A. We assumed they were there for the kids,**  
2 **otherwise the kids would tell us there is no teachers**  
3 **here and that has happened. We have a very professional**  
4 **staff. It wasn't like we had to keep track of them.**  
5 Q. If a teacher does come in late, is -- strike  
6 that.  
7 **A. If a teacher --**  
8 MR. WILLOUGHBY: There is no question  
9 pending. Let him ask you a question.  
10 BY MR. WILSON:  
11 Q. If the teacher is going to be in late, is she  
12 required to call in and report in that she's going to be  
13 late?  
14 **A. Yes.**  
15 Q. Okay.  
16 **A. So we could get coverage for the class.**  
17 Q. And who is the teacher supposed to call?  
18 **A. The secretary.**  
19 Q. Is a record kept of this?  
20 **A. No record kept, no. We just find a person to**  
21 **cover the class at that time.**  
22 Q. Okay. So if a teacher comes in late and doesn't  
23 call in, then they would be in violation of the policy,  
24 correct?

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1 **A. Yes.**  
2 Q. And if Miss Freebery came in late and didn't  
3 call, then she would have violated the policy, correct?  
4 **A. I don't know if you would call it a policy or a**  
5 **procedure. It was in order to make sure the students**  
6 **were covered.**  
7 Q. It would have been a violation of the rules?  
8 **A. Practice.**  
9 Q. Practice. Okay. Okay. What's the appropriate  
10 form of discipline for an instance such as this that a  
11 teacher doesn't call in but is late?  
12 **A. Typically what I would do is talk with the**  
13 **person, find out what's going on, work with them, and**  
14 **ask that it not happen again.**  
15 Q. What would happen if it did happen again?  
16 **A. If it happened repeatedly there would be a**  
17 **written reprimand.**  
18 Q. Is a written reprimand, is that a letter that's  
19 put in an employee's file?  
20 **A. Yes.**  
21 Q. Is this a form of discipline?  
22 **A. Yes.**  
23 Q. As the acting principal if you get reports like  
24 this, is it your duty to investigate the report?

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1 **A. Yes. Except that any teacher could say anything**  
2 **about another teacher. So that doesn't make it true.**  
3 Q. Exactly.  
4 **A. And what I asked Richard to do was to tell me if**  
5 **it happened again and he never did. So I assumed it**  
6 **never happened again.**  
7 Q. How would you, if a teacher does say something  
8 about another teacher, you said it doesn't necessarily  
9 make it true, how do you determine if it's true or not?  
10 **A. Well, we sit down and have a fact-finding, have**  
11 **a conflict resolution and we have to make some decisions**  
12 **on what did happen, who said what. It's a conference.**  
13 Q. So it's just based on your determination of the  
14 credibility of the people there?  
15 **A. No. It's what they said. What they said**  
16 **happened.**  
17 Q. Okay. What if one person says one thing and  
18 another person says another thing?  
19 **A. Are you insinuating the comments from Richard**  
20 **about --**  
21 Q. I'm not insinuating anything.  
22 **A. Well, then that's very hypothetical. It's hard**  
23 **to say -- to answer that question.**  
24 Q. Well, I mean you do have a policy for resolving

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8 (Pages 26 to 29)

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1 these things, correct?  
2 **A. Conflict resolution.**  
3 Q. So I'm saying if you have one person saying one  
4 thing and another person saying another thing how do you  
5 resolve that conflict?  
6 MR. WILLOUGHBY: You're concluding in your  
7 hypothetical she has no outside information herself,  
8 like she's heard comments --  
9 MR. WILSON: Well, I'm trying to find out  
10 does she base it on outside information.  
11 MR. WILLOUGHBY: I think that's what her  
12 problem is. I think you're giving her a hypothetical  
13 that just says it's only he says she says, versus the  
14 fact that she has confirmation confirming information  
15 from the outside.  
16 MR. WILSON: But she can tell me that.  
17 MR. WILLOUGHBY: Well, to me the question  
18 is just said he said, she said.  
19 MR. WILSON: Right. And I said how do you  
20 resolve that.  
21 MR. WILLOUGHBY: I want to make sure your  
22 question was broad enough to include outside information  
23 she had.  
24 THE WITNESS: I would look for

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1 confirmation. I would investigate in some way. I would  
2 try to figure out what things I can figure out and what  
3 I will not be able to figure out. If things were said  
4 in private then I might not be able to figure that out.  
5 If in this case with coming in to the gym a minute or  
6 two late, that would be coming in a side door that I  
7 wouldn't have seen her come in a front door to see, her  
8 gym locker room was down below.  
9 BY MR. WILSON:  
10 Q. Earlier you mentioned Miss Freebery's  
11 boyfriends, in particular Bruce Hannah?  
12 **A. Uh-huh.**  
13 Q. Was there a policy at Skyline Middle School  
14 during either of the two years in question, 2003 -- 2002  
15 through 2003 or 2003 through 2004, that pertained to  
16 visitors at the school?  
17 **A. If there is a visitor at the school they must**  
18 **sign in in the morning or sign in when they come in and**  
19 **sign out. The sign-in is in the office.**  
20 Q. And are records kept of this?  
21 **A. Not that are left any more. We leave them there**  
22 **for a year and then they go.**  
23 Q. If a teacher receives a visitor without proper  
24 sign-in and sign-out is the teacher subject to any type

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1 of discipline?  
2 MR. WILLOUGHBY: Are you saying the teacher  
3 because the visitor didn't sign?  
4 MR. WILSON: The teacher.  
5 MR. WILLOUGHBY: Okay. You can answer  
6 that.  
7 THE WITNESS: No, not that I have ever had  
8 to do before.  
9 BY MR. WILSON:  
10 Q. What would happen if a visitor didn't sign in?  
11 **A. Well, I would ask them to sign in. If I knew**  
12 **there was a visitor in the building I would go get the**  
13 **visitor and bring them down to sign in.**  
14 Q. Would you talk to the teacher that the visitor  
15 was visiting and inform them that they need to tell  
16 their visitors to sign in?  
17 **A. Again, that's pretty hypothetical. I mean there**  
18 **could be people whose husbands come in to see them,**  
19 **whose children come in to see them during the day.**  
20 Q. They don't have to sign in?  
21 **A. Well, they would sign in. That would be the**  
22 **normal procedure but I can't say that that's never**  
23 **happened that somebody didn't come in at 3 o'clock to**  
24 **see a teacher.**

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1 Q. Are teachers typically permitted to eat  
2 breakfast during class hours?  
3 **A. No.**  
4 Q. Why not?  
5 **A. It would be unprofessional.**  
6 Q. And what would be your response if you got a  
7 report that a teacher was doing that?  
8 **A. You should be teaching, not eating breakfast.**  
9 Q. So you just have a verbal conversation with  
10 them?  
11 **A. Again, any time I would do any sort of**  
12 **disciplining on any issue it would be verbal until it**  
13 **became a repeated problem then it would be a written**  
14 **reprimand. It didn't ever get to that -- I mean it**  
15 **rarely got to that. Most people just stopped, if there**  
16 **was a problem.**  
17 Q. During the 2002-2003 school year did you ever  
18 see Bruce Hannah at school?  
19 **A. He brought her flowers a couple times into the**  
20 **main office.**  
21 Q. So did you see him any other times?  
22 **A. No.**  
23 Q. So two, maybe three times?  
24 **A. Uh-huh.**

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9 (Pages 30 to 33)

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1 Q. During that whole school year?  
2 **A. Uh-huh.**  
3 Q. Just to bring flowers?  
4 **A. If even that, yes, maybe two times, brought her**  
5 **flowers, left them in the office.**  
6 Q. What about 2003-2004 school year?  
7 **A. I don't remember if I saw Bruce in the building.**  
8 **I don't remember if it happened. I don't.**  
9 Q. What about the other guy that you can't remember  
10 his name during 2002-2003?  
11 **A. Never met him.**  
12 Q. How did you know she was dating someone else?  
13 **A. I don't know.**  
14 Q. Okay. And were you informed by Mr. Wilcoxon  
15 that Mr. Hannah was not following the proper sign-in  
16 procedures?  
17 **A. Not until he wrote his document.**  
18 Q. And that was in December, correct?  
19 **A. Yes, but until that point he had never said a**  
20 **word.**  
21 Q. Were you informed by Mr. Wilcoxon that  
22 Mr. Hannah was frequently at the school to see Miss  
23 Freebery?  
24 **A. Not until he -- we found the documents. He**

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1 **never said a word.**  
2 Q. So you testified you only saw him there two or  
3 three times?  
4 **A. Uh-huh.**  
5 MR. WILLOUGHBY: That was in 2002-2003.  
6 She said she wasn't sure about 2003-2004.  
7 BY MR. WILSON:  
8 Q. Okay. Getting back to 2003-2004, how many times  
9 did you see him?  
10 **A. I don't know.**  
11 Q. Five?  
12 **A. No. I don't know if I even saw him once.**  
13 Q. Okay. So if it was true that he was there  
14 frequently and you never saw him, that would probably  
15 mean he wasn't signing in, correct?  
16 **A. No, it would mean I'm busy. I don't sit in the**  
17 **office and watch who is coming and going. I'm**  
18 **disciplining students. I'm in classrooms doing**  
19 **observations. I'm in the cafeteria. I'm in assemblies**  
20 **working with teachers, meeting with parents. So, no, I**  
21 **don't sit and watch who comes and goes.**  
22 Q. Did you speak to Miss Freebery about  
23 Mr. Wilcoxon's allegations about Mr. Hannah eating  
24 breakfast there?

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1 **A. Yes.**  
2 Q. And what did she say?  
3 **A. I talked to her about the whole set of**  
4 **documentations. At that point Richard had already said**  
5 **he exaggerated and some of it wasn't true, and that he**  
6 **wrote it in anger. And so I said to her anything that**  
7 **is on here needs to stop, if any of this is happening it**  
8 **needs to stop. And I said the same thing to Richard,**  
9 **that he needed to let me know if it continued and he**  
10 **never told me that it did. He never brought it back to**  
11 **my attention. I had to assume that it stopped.**  
12 Q. So, if you have a conversation with a teacher  
13 and it's been reported they're doing something wrong,  
14 and you say don't do it again, they don't do it again,  
15 then nothing further happens, correct?  
16 **A. Correct.**  
17 Q. Okay. Did you ever see Mr. Hannah eating  
18 breakfast at school?  
19 **A. No.**  
20 Q. With Miss Freebery?  
21 **A. No.**  
22 Q. Does Skyline or Red Clay have a policy on  
23 teachers leaving their class while class is in session?  
24 **A. Teachers would not leave a class unsupervised.**

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1 Q. So does that mean if you have to leave to go to  
2 the restroom or something you have to get a teacher to  
3 come cover for you?  
4 **A. Yes.**  
5 Q. In the context of team teaching, would it be  
6 improper for a teacher to leave a class without telling  
7 the other teacher that she was leaving?  
8 **A. I guess that would be between the two teachers**  
9 **and what they normally worked out.**  
10 Q. Were you ever made aware that Miss Freebery left  
11 her classes?  
12 **A. No, not until the documentation. It was never**  
13 **mentioned before.**  
14 Q. If a teacher is going to leave their class for  
15 an extended period of time, are they required to get  
16 that leave approved?  
17 **A. Yes.**  
18 Q. And who does the approval?  
19 **A. Myself, principal or assistant principal.**  
20 Q. During the 2002-2003 school year did Miss  
21 Freebery ever have an extended leave approved?  
22 **A. I don't know which year it was but I know one**  
23 **year one time she asked to go watch her daughter in a**  
24 **swimming session.**

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10 (Pages 34 to 37)

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1 Q. And was she team teaching with Mr. Wilcoxon at  
2 the time?  
3 **A. Yes.**  
4 Q. Would have Mr. Wilcoxon been notified of this?  
5 **A. By her.**  
6 Q. So you wouldn't have given any notification?  
7 **A. No. No. Normally the procedure would be if a**  
8 **teacher is going to leave or is asking permission to**  
9 **leave, they usually come to us with a plan. I'd like to**  
10 **go see this or I'd like to do that or I have a doctor's**  
11 **appointment and so and so is going to cover my class.**  
12 Q. Okay. Are there records of this?  
13 **A. I doubt it. Not now.**  
14 Q. When did Miss Freebery first come to you with  
15 her complaints about the alleged inappropriate comments  
16 that Mr. Wilcoxon had made to her?  
17 **A. The day that she saw that he was documenting her**  
18 **and she came up in tears and said she couldn't believe**  
19 **that he would do that because she had put up with so**  
20 **much and didn't want to get him in trouble for all the**  
21 **things that he had been saying to her and here he is**  
22 **documenting her. She was in shock and she was upset and**  
23 **she said he had been making inappropriate comments.**  
24 Q. What did she say that he had said?

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1 **A. At that particular meeting or in general those**  
2 **three days?**  
3 Q. At any time.  
4 **A. Okay. In general during those three days**  
5 **eventually when she calmed down we asked the question,**  
6 **what has he said. And at that time she stated several**  
7 **comments that he had made, some of them of a sexual**  
8 **nature. She looked really good in those pants, made her**  
9 **feel uncomfortable. She had asked Bruce -- he had said**  
10 **something to Bruce about congratulations, you're a daddy**  
11 **again. She had said -- he had said something to some**  
12 **teachers that she was pregnant because she had to keep**  
13 **going to the bathroom, and all of this was embarrassing**  
14 **to her and she had asked him to stop and he kept it up.**  
15 Q. When did she ask him to stop?  
16 **A. Each time. According to her. I wasn't there.**  
17 Q. Do you know when the comments were made?  
18 **A. When he made those comments to her?**  
19 Q. Yes.  
20 **A. I know one of them. I heard it.**  
21 Q. Okay. Which one was that?  
22 **A. He had won a poinsettia at our A-plus drawing**  
23 **for the teachers at a meeting, and that afternoon or the**  
24 **next day we had a faculty party, staff Christmas party**

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1 **at Miss Freebery's house, and he pointed out the**  
2 **poinsettia was there at her class and said he had given**  
3 **it to her because she was the closest thing he had to a**  
4 **wife and a bitch.**  
5 Q. And he said this directly to you?  
6 **A. He said this to a group of people who were in**  
7 **the foyer as he was pointing to the flower in the foyer.**  
8 **I was standing on the steps. Everybody turned around**  
9 **and moved away. It was an uncomfortable comment.**  
10 Q. Okay. You have mentioned a couple times about  
11 the notes that Mr. Wilcoxon kept on Miss Freebery?  
12 **A. Uh-huh.**  
13 Q. I am going to refer to that as a journal, okay?  
14 **A. Okay.**  
15 Q. And I mean obviously you're aware of the  
16 journal, correct?  
17 **A. Yes. Uh-huh.**  
18 Q. And at some point you came into possession of  
19 the journal, correct?  
20 **A. Yes.**  
21 Q. Can you tell me how that happened?  
22 **A. Janay brought it upstairs the morning that it**  
23 **was found.**  
24 Q. And upstairs means to your office?

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1 **A. Yeah. I'm sorry, yes.**  
2 Q. And what did she say?  
3 **A. She couldn't believe that he was doing this, why**  
4 **would he write all these lies, why would he do this?**  
5 **What was his point? She had put up with so much from**  
6 **him and she couldn't believe that he was going to do**  
7 **something like this. Why was he trying to do this? She**  
8 **had absolutely no idea.**  
9 Q. What did she think he was trying to do?  
10 **A. We didn't know. Why would you keep a log like**  
11 **that? It didn't make any sense.**  
12 Q. Did she say how she got the journal?  
13 **A. Yes.**  
14 Q. How did she get the journal?  
15 **A. Mr. Wilcoxon was absent that day, called in**  
16 **sick. He did not have lesson plans and Mr. Rumford went**  
17 **to try to find lesson plans. If a teacher is absent**  
18 **they often leave them on their desk. We have emergency**  
19 **plans in our file. When Mr. Rumford looked for those**  
20 **they were outdated by two years, so they couldn't be**  
21 **used. He went downstairs into Mr. Wilcoxon's office**  
22 **hoping that he had left plans on his desk. He didn't.**  
23 **But there was a notepad there. The substitute was with**  
24 **Mr. Rumford, and he said here, just get kids to sign in**

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11 (Pages 38 to 41)

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1 at this point, we have kids coming in, so sign the kids  
2 in and we'll get something going here. So he had to  
3 talk to Miss Freebery about getting a lesson and what  
4 was going to happen with the kids that day. There were  
5 no plans.  
6 Q. So you thought those were lesson plans?  
7 A. No, he took the book to get the kids to sign in.  
8 Teachers should have a class list so that a substitute  
9 would know who is supposed to be in class, otherwise you  
10 could have half your class missing and you'd not even  
11 know it.  
12 Q. Okay. Wouldn't Mr. Rumford have access to the  
13 class list on his computer?  
14 A. Not on -- he might have been able to pull that  
15 up eventually but, as I said, I have never seen a  
16 teacher not leave plans in some form.  
17 Q. Okay.  
18 A. And you need a class list. So it would be  
19 assumed it would be on your desk. You have a record  
20 book where you keep grades, that could have been on his  
21 desk and that would be the quickest way to find out.  
22 Q. So if --  
23 A. You're looking for lesson plans, you're looking  
24 for bell schedule, you're looking for class list. You

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1 need those all to be together. For somebody to pull  
2 those together when the students are coming in takes  
3 time. It would be assumed it would be on the desk or in  
4 a mailbox for the substitute.  
5 Q. So I don't understand if he got this information  
6 for the substitute how it ended up with Miss Freebery?  
7 A. Because she was the other teacher in the room.  
8 They were team teaching at that point in the same gym.  
9 Q. If they were team teaching wouldn't Miss  
10 Freebery have lesson plans --  
11 A. No. She had her list of students, he had his.  
12 In the gym they could draw the door. But without a  
13 substitute there -- without a lesson plan there then I'm  
14 assuming, and you can ask Mr. Rumford, he was looking  
15 for some direction on what the kids were working on,  
16 what they were doing so they could continue.  
17 Q. But it wouldn't have been Miss Freebery's  
18 obligation to teach Mr. Wilcoxon's class?  
19 A. No, it would not. No.  
20 Q. How did she end up with the notebook?  
21 A. He took the notebook, had the students sign in,  
22 and then told the substitute to give them to Miss  
23 Freebery and that way we could figure out if anybody was  
24 missing, any students that cut class, everybody was

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1 there or not.  
2 Q. How could you have figured that out?  
3 A. With his record book. We wouldn't be able to  
4 figure it out that day unless we were going to go  
5 through a lot of trouble to do that.  
6 Q. Why would it have been Miss Freebery's  
7 responsibility to figure that out?  
8 A. It wouldn't have been her responsibility  
9 necessarily but she was available. She was there  
10 and . . .  
11 Q. But the substitute was available, too, correct?  
12 A. Uh-huh.  
13 Q. Couldn't the substitute double-check the list?  
14 A. I suppose it could happen that way.  
15 MR. WILLOUGHBY: What list are you  
16 referring to?  
17 THE WITNESS: There wasn't a list at that  
18 point. That was the problem.  
19 BY MR. WILSON:  
20 Q. Then how can you -- maybe I missed something  
21 then. I'm trying to figure out why Miss Freebery got  
22 the notebook.  
23 A. You'll have to ask Mr. Rumford. All I know is  
24 she did have the notebook. I'm not sure what that whole

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1 series of -- that sequence was about.  
2 Q. As a teacher does Mr. Wilcoxon have a right to  
3 keep a journal in his desk?  
4 A. Does he have a right to? I suppose he does.  
5 Q. Okay. Does the teacher have certain rights to  
6 privacy in their desks?  
7 MR. WILLOUGHBY: In their desks or on top  
8 of their desks?  
9 BY MR. WILSON:  
10 Q. Either.  
11 A. The -- we have a set of keys that would open any  
12 room and we would need to do that in an emergency and  
13 the case that somebody didn't leave lesson plans, in the  
14 case that we're looking for a lost item, so the gym has  
15 the -- for the gym office which was his, there is a key  
16 for the spare -- for the administrators to go in,  
17 custodians go in.  
18 Q. So is your answer no, that a teacher doesn't  
19 have a certain right to privacy to items that they leave  
20 in or on their desk?  
21 MR. WILLOUGHBY: Is that a legal question  
22 you're saying?  
23 MR. WILSON: I'm asking her just from her  
24 perspective as a acting principal.

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12 (Pages 42 to 45)



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1 MR. WILLOUGHBY: You can answer the best  
2 you can.  
3 THE WITNESS: Say the question again.  
4 BY MR. WILSON:  
5 Q. Does a teacher have a certain right to privacy  
6 in things that he leaves in or on his desk?  
7 **A. Every teacher has a locked file cabinet or**  
8 **closet where they would keep valuables. I have never**  
9 **come across a situation, so it's hard for me to say**  
10 **hypothetically, privacy and your desk, you're at school,**  
11 **you're at work, you're in Red Clay, that's their**  
12 **building, you know that a teacher or custodian -- I'm**  
13 **sorry, an administrator or custodian could go in there**  
14 **any time. So private. . .**  
15 Q. Would you be offended if somebody went in your  
16 desk and started looking?  
17 MR. WILLOUGHBY: I'll object. You're  
18 saying in the desk. This is something on top of the  
19 desk.  
20 MR. WILSON: Even on top, if somebody went  
21 to your desk and starting rifling through your papers  
22 and through your books.  
23 MR. WILLOUGHBY: You're saying  
24 hypothetical, right? You're not saying for some

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1 business reason they went to look for something, you're  
2 saying hypothetically they went into her desk and,  
3 quote, rifled it, is that what you're asking?  
4 MR. WILSON: That's what I'm asking.  
5 THE WITNESS: Now there are times when if I  
6 had not been in the building and there were meetings, I  
7 would send someone in and say look on my desk, it's the  
8 yellow folder on the right or whatever, if they're  
9 looking for a paper.  
10 BY MR. WILSON:  
11 Q. But if you didn't instruct them to do that?  
12 **A. That is -- that's just -- I can't say. I don't**  
13 **have anything private in my desk that I don't want**  
14 **somebody to see.**  
15 Q. So your answer is no?  
16 **A. My answer would be I wouldn't expect to see**  
17 **anything that's supposed to be private and kept from**  
18 **everybody.**  
19 Q. Okay. So can you answer my question?  
20 **A. Not really. Say it again. Let me try it again.**  
21 Q. Does the teacher have a right to privacy for  
22 things that they keep in or on top of their desk?  
23 **A. Again, I have to say that every teacher has a**  
24 **locked space. I guess if you're keeping something**

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1 **private you would want it in a locked space, you would**  
2 **want it in your locked desk or your locked closet.**  
3 Q. So your answer is no?  
4 **A. No.**  
5 MR. WILLOUGHBY: It's correct that your  
6 answer is no, correct?  
7 THE WITNESS: Correct.  
8 MR. WILLOUGHBY: Just didn't want the yes  
9 and no to get confused on the transcript.  
10 BY MR. WILSON:  
11 Q. When Miss Freebery gave you the journal did she  
12 request that you do something about it?  
13 **A. No. She was just crying and in shock and**  
14 **disbelief and saying these are lies and why would he do**  
15 **this.**  
16 Q. Is there a rule or policy against keeping a  
17 journal like this?  
18 MR. WILLOUGHBY: I object. It's been asked  
19 and answered. You can answer again.  
20 MR. WILSON: I don't think I did ask that.  
21 MR. WILLOUGHBY: I think you did but she  
22 can answer again.  
23 THE WITNESS: No, not a rule or policy.  
24 What I told Mr. Wilcoxon was, or asked him was, why

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1 didn't you just talk to her? If she was coming in late  
2 and that was bothering you why didn't you say something?  
3 If she was asking you to do something you didn't want to  
4 do why didn't you just say something to her? You saw  
5 her every day. Why wouldn't you just speak to her about  
6 that? Why would you keep a log? Especially then tell  
7 me that the log is fabricated in some way, that it's  
8 exaggerated and that some parts aren't even true. What  
9 would be the point of that? So this log, that's what  
10 I'm saying, that this log didn't make a whole lot of  
11 sense.  
12 BY MR. WILSON:  
13 Q. Okay. But there is no rule against it?  
14 **A. No.**  
15 Q. All right. And you requested a meeting with  
16 Mr. Wilcoxon that day, correct?  
17 **A. It would have been the following day, the 16th.**  
18 Q. The following day?  
19 **A. The following day.**  
20 Q. And that was December 16th?  
21 **A. Yes. He was absent the 15th and that's what**  
22 **started all of that.**  
23 Q. Okay.  
24 MR. WILSON: I'd like to have this marked.

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13 (Pages 46 to 49)

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1 (Basara Deposition Exhibit No. Basara-1 was  
2 marked for identification.)  
3 MR. WILLOUGHBY: I just want to say for the  
4 record this is the first time we have seen this note and  
5 the first time that Miss Freebery has had a chance to  
6 see it. She says it's not her writing.  
7 MR. WILSON: I wasn't going to ask Miss  
8 Freebery if it was her writing.  
9 MR. WILLOUGHBY: Well, I know, but you made  
10 a representation --  
11 MR. WILSON: Well, Barry, I think right now  
12 you're getting to the point where you're coaching your  
13 witness.  
14 MR. WILLOUGHBY: I think it's inappropriate  
15 for you to make representations like that.  
16 MR. WILSON: I made no representations at  
17 all.  
18 MR. WILLOUGHBY: You did, in your  
19 pleadings, and then withhold this document from us.  
20 MR. WILSON: I didn't withhold it. I told  
21 Debbie I would give it to you.  
22 MR. WILLOUGHBY: I think it's  
23 inappropriate.  
24 MR. WILSON: It was included in our

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1 production but it was illegible.  
2 MR. WILLOUGHBY: All we got, no, it wasn't  
3 legible, it was totally black, what we got, but we asked  
4 for it and we're first seeing it now. Your  
5 representation throughout the case was this was Janay's  
6 handwriting and it's not.  
7 MR. WILSON: How do you know it's not?  
8 MR. WILLOUGHBY: I just asked her.  
9 MR. WILSON: Right, and you're coaching  
10 your witness.  
11 MR. WILLOUGHBY: I think it's  
12 inappropriate.  
13 THE WITNESS: I think it's the secretary's.  
14 And I believe this happened when Rich was -- Richard,  
15 I'm sorry, was out the morning of the 16th, he left the  
16 building during his first plan, which was when I wanted  
17 to speak to him. This looks like one of the secretaries  
18 who wrote that. I don't know where she put it, in his  
19 mailbox, perhaps. I'm not sure where it was found.  
20 BY MR. WILSON:  
21 Q. So it's your testimony that this is not Miss  
22 Freebery's writing?  
23 A. It doesn't look like her writing. It looks like  
24 a secretary.

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1 Q. Did you instruct your secretary to tell  
2 Mr. Freebery -- or Mr. Wilcoxon that --  
3 A. When he came in I asked her to say when you --  
4 if you see him come in, let him know I need to talk to  
5 him. So I guess she took it upon herself to put a note  
6 in his box.  
7 Q. Okay. Did he come to see you that day?  
8 A. Yes, we did talk on the 16th.  
9 Q. Okay. Who was at that meeting?  
10 A. Mr. Rumford and myself.  
11 Q. Do you want to take a break?  
12 A. No, I'm fine.  
13 MR. WILLOUGHBY: We'll take just about five  
14 minutes.  
15 MR. WILSON: Yeah. That's good.  
16 MR. WILLOUGHBY: We can't discuss the  
17 testimony.  
18 THE WITNESS: Okay.  
19 (Recess taken)  
20 BY MR. WILSON:  
21 Q. Are you ready, Miss Basara?  
22 A. Yes.  
23 MR. WILSON: Are you ready, Barry?  
24 MR. WILLOUGHBY: Yes. Sure. Go ahead.

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1 BY MR. WILSON:  
2 Q. Okay. We'll get back to the December 16th  
3 meeting in a second, but I just wanted to go back and  
4 touch on something that you testified to earlier.  
5 Can I have this marked as Basara-2?  
6 (Basara Deposition Exhibit Basara-2 was  
7 marked for identification.)  
8 BY MR. WILSON:  
9 Q. Okay. Can you look at that and let me know when  
10 you're done?  
11 A. All right.  
12 Q. Okay. Can you tell me what this is?  
13 A. It's a performance appraisal for Richard's first  
14 year.  
15 Q. Okay. And that is the 2002-2003 school year,  
16 correct?  
17 A. Yes.  
18 Q. Okay. And you testified earlier that he had  
19 issues with his management of the classroom?  
20 A. In that particular year?  
21 Q. Yes.  
22 A. The things that I was seeing were discipline  
23 issues where he was sending students out of the class  
24 referred for discipline, timeout room, writing students

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14 (Pages 50 to 53)

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1 **up for misbehavior.**  
2 Q. Okay. And under Roman Numeral II, organization  
3 and management of classroom, what was Mr. Wilcoxon's --  
4 **A. Effective.**  
5 Q. -- grade?  
6 **A. Effective.**  
7 Q. It's not needs improvement?  
8 **A. Correct.**  
9 Q. All right. Back to the December 16th meeting --  
10 **A. Uh-huh.**  
11 Q. -- you said Mr. Rumford was at the meeting; you  
12 were at the meeting?  
13 **A. Uh-huh.**  
14 Q. Mr. Wilcoxon was at the meeting?  
15 **A. Yes.**  
16 Q. Was anybody else?  
17 **A. No.**  
18 Q. There was no union representative at the  
19 meeting?  
20 **A. No.**  
21 Q. How much notice of the meeting was Mr. Wilcoxon  
22 given?  
23 **A. I don't know.**  
24 Q. Was it that day?

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1 **A. Yes. Well, it would have been the day before,**  
2 **somebody would have -- Mr. Rumford had said to him we'll**  
3 **talk about this tomorrow. We have to talk about this**  
4 **tomorrow.**  
5 Q. I thought you testified Mr. Wilcoxon wasn't at  
6 school?  
7 **A. He wasn't. It was in an e-mail or a phone call.**  
8 **I think Mr. Rumford called him to tell him that the**  
9 **documentation had been found.**  
10 Q. Okay.  
11 **A. And that we'll need to talk about it.**  
12 MR. WILLOUGHBY: I want to be clear, which  
13 meeting are we talking about now?  
14 MR. WILSON: December 16th.  
15 MR. WILLOUGHBY: December 16th?  
16 MR. WILSON: Yes.  
17 THE WITNESS: And then he was not there  
18 during his first planning period which would have been  
19 the time that we would have expected to be able to talk  
20 to him.  
21 BY MR. WILSON:  
22 Q. Was the notice of the meeting in writing?  
23 **A. No, but typically it isn't in writing.**  
24 Q. Why is that?

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1 **A. Because we talk to teachers all day long. We**  
2 **have meetings with teachers and parents and students all**  
3 **day long.**  
4 Q. And what did you discuss at the meeting?  
5 **A. The documentation, and in that particular**  
6 **meeting I think Michael was to just figure out what this**  
7 **was, why he was keeping it, what were the problems that**  
8 **he now was having with Miss Freebery, where this all**  
9 **came from, totally out of the blue, shock to us. We**  
10 **didn't know that this was a problem. He had never**  
11 **mentioned it, never.**  
12 Q. What did he say the problems were?  
13 **A. He said that he had overheard her talking about**  
14 **him, that she had said that he was difficult to work**  
15 **with, and that he -- he got advice from somebody to**  
16 **document everything that he could, just to cover his**  
17 **ass. Those were his words.**  
18 Q. And that's why he started keeping the journal?  
19 **A. Yes.**  
20 Q. Did you ask him who told him to start keeping  
21 the journal?  
22 **A. Yes. Along with a whole lot of other questions**  
23 **about why he kept the journal; why did he feel he had to**  
24 **cover himself; who would recommend to document rather**

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1 **than just speak to her.**  
2 Q. Okay. Why was it important that you find out  
3 who?  
4 **A. It wasn't important.**  
5 Q. Okay. You said why he kept the journal, what  
6 did he answer when you asked him that?  
7 MR. WILLOUGHBY: Objection. Asked and  
8 answered.  
9 BY MR. WILSON:  
10 Q. You can answer.  
11 MR. WILLOUGHBY: You can answer again, if  
12 you want but --  
13 THE WITNESS: Okay. Say the question  
14 again, please.  
15 BY MR. WILSON:  
16 Q. You said that you asked him why he kept the  
17 journal?  
18 **A. Uh-huh. And he said he had overheard -- someone**  
19 **had told him that he was difficult -- that he was -- I'm**  
20 **sorry. Someone had told him that they heard Janay say**  
21 **that he was difficult to work with, and he talked to a**  
22 **group of friends and someone advised him to cover his**  
23 **ass.**  
24 Q. Had you read the journal prior to this meeting?

15 (Pages 54 to 57)

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1 MR. WILLOUGHBY: Just to be clear, this is  
2 December 16th?  
3 MR. WILSON: December 16th.  
4 THE WITNESS: Then I would have seen it on  
5 the 15th.  
6 BY MR. WILSON:  
7 Q. And you read the allegations in the journal?  
8 A. Yes.  
9 Q. And had you met with Miss Freebery prior to this  
10 meeting?  
11 A. Yes.  
12 Q. Was Mr. Rurnford at that meeting?  
13 A. Yes.  
14 Q. What happened at that meeting?  
15 A. Well, there were several meetings on the 15th,  
16 16th and 17th. So the meeting that I had with Janay was  
17 to clarify what had happened, if any of this was true,  
18 if any of -- what was going on with this, and basically  
19 she said no, this was -- this was fabricated. This  
20 wasn't true. Why was he lying? Why would he do all of  
21 this? She put up with so much. She was trying not to  
22 get him into trouble and to deal with it herself, and so  
23 she never said a word about the things that he was  
24 saying to her, so she just couldn't understand it.

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1 Q. So she denied everything that was in the  
2 journal?  
3 A. Uh-huh. And then in the meeting when we had  
4 Mr. Wilcoxon he agreed, he wrote it in anger, he  
5 exaggerated and some of the stuff was not true. Those  
6 were his words.  
7 Q. Did Miss Freebery ever admit to you that she was  
8 often late?  
9 A. No. No.  
10 Q. Never?  
11 A. She did not admit that she was often late, no.  
12 Whether she came in a couple minutes late, she didn't --  
13 we didn't get into that, but she was never late when the  
14 kids were there and that was on the paper.  
15 Q. That's what she said?  
16 A. Yes.  
17 Q. Did you do any further investigation into that?  
18 A. Well, how could I?  
19 Q. I don't know. Could you talk to the students  
20 perhaps? Did you talk to the students?  
21 A. No.  
22 Q. Why not?  
23 A. What would I say to a student? Did you see Miss  
24 Freebery come in late? I wouldn't go to a student over

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1 that, especially after Mr. Wilcoxon said that it was  
2 fabricated and it was exaggerated.  
3 Q. He said everything in the journal was  
4 fabricated?  
5 A. He agreed that there were exaggerations, he  
6 wrote it in anger, and that some of it was not even  
7 true.  
8 Q. Did you ask him specifically --  
9 A. Yes.  
10 Q. -- the things that weren't true?  
11 A. Yes.  
12 Q. What did he say?  
13 A. In particular he pointed out that she -- he had  
14 said something on the journal about she --  
15 Q. I'll tell you what. Why don't we look at the  
16 journal and that might help you go through it a little  
17 better.  
18 A. Okay.  
19 Q. I apologize. I was here by myself last night so  
20 I still have your sticker on there.  
21 MR. WILLOUGHBY: Why don't you just refer  
22 to it as Wilcoxon-1?  
23 MR. WILSON: Off the record.  
24 (Discussion held off the record.)

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1 (Basara Deposition Exhibit Basara-3 was  
2 marked for identification.)  
3 THE WITNESS: This one in particular --  
4 MR. WILLOUGHBY: Wait. Are you ready now?  
5 THE WITNESS: I'm just saying on one in  
6 particular that I was looking for.  
7 BY MR. WILSON:  
8 Q. Okay.  
9 A. He said -- he wrote --  
10 MR. WILLOUGHBY: Let's get to the right  
11 page. Bates number is 00760?  
12 THE WITNESS: Yes.  
13 BY MR. WILSON:  
14 Q. And what's the date of the --  
15 A. It is the third little bullet down under  
16 November 24th continued.  
17 Q. Okay.  
18 A. Arrived at 6:22 for choice open house. Teachers  
19 were supposed to arrive at 6 p.m. leaving me to set up  
20 everything. And that in particular Janay said I had set  
21 everything up beforehand and you know it. It was all  
22 ready before I left. You know that. Why would you  
23 write that? And he said yes, that's true.  
24 Q. Okay. So he fabricated this one?

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16 (Pages 58 to 61)

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1 **A. Uh-huh.**  
2 Q. Any others?  
3 **A. That was the one I remember off the top of my**  
4 **head.**  
5 Q. Okay. Can you go through and read this and tell  
6 me the other ones?  
7 **A. As far as lates, he said yes, he was**  
8 **exaggerating.**  
9 Q. Well, how about the very first one, September  
10 8th: Janay was so late to school she missed her first  
11 two classes, first planning and half of third class?  
12 **A. Yeah. I asked her about that. She said she**  
13 **didn't remember. I didn't remember that. I mean if she**  
14 **had missed classes we would have had to have a**  
15 **substitute or she would have called in.**  
16 Q. It says the office called a sub in for her?  
17 **A. Okay.**  
18 Q. So did he admit to fabricating this?  
19 **A. I don't know that -- I can't remember which**  
20 **specific ones he did except for that one in particular I**  
21 **did remember, but I can't tell you which ones he said**  
22 **were and were not, but he generally admitted that this**  
23 **was not the whole truth and so then that becomes really**  
24 **hard to say that any of it is true. He said he wrote it**

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1 **in anger, and he was upset with her because she had said**  
2 **he was difficult to work with.**  
3 Q. But you didn't endeavor to find out which ones  
4 were fabricated and which ones were exaggerated and  
5 which ones were true, correct?  
6 **A. Well, we were talking about the whole paper.**  
7 Q. Uh-huh.  
8 **A. The whole log. He admitted - and I think I have**  
9 **said this about four times now - he admitted that there**  
10 **were fabrications in here.**  
11 Q. Right.  
12 **A. That this was exaggerated. So then the whole**  
13 **thing becomes --**  
14 Q. Did you ask him if anything in here was true?  
15 **A. He was -- he was saying that generally what she**  
16 **was doing was coming in late. She said she wasn't. It**  
17 **becomes he said she said. If he had told me this I**  
18 **would have been able to go down and look, if need be, or**  
19 **to talk to her about it, which is what I would have**  
20 **done, or talked to him.**  
21 Q. So this was an instance of he said she said?  
22 MR. WILLOUGHBY: Are you talking about the  
23 stuff in the log?  
24 MR. WILSON: Yeah, during this meeting and

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1 the stuff in the log.  
2 THE WITNESS: That's two questions. He  
3 said, she said is on here. He admitted that this had  
4 fabrications and exaggerations.  
5 BY MR. WILSON:  
6 Q. Okay.  
7 **A. That's it.**  
8 Q. Okay. So you didn't endeavor to find out if any  
9 of this was true?  
10 MR. WILLOUGHBY: I think it's been asked  
11 and answered.  
12 MR. WILSON: If she can answer.  
13 THE WITNESS: I don't know how many more  
14 times I have to say that.  
15 MR. WILLOUGHBY: She's been through this.  
16 THE WITNESS: He admitted that this was not  
17 truthful.  
18 MR. WILSON: That nothing in here was true?  
19 He said nothing in here was true?  
20 THE WITNESS: He said he exaggerated. He  
21 wrote it in anger. So what -- what would you want me to  
22 do with that I guess? What do you want me to do with  
23 it? He admitted that it wasn't truthful. And I asked  
24 him at that point, please tell me if it happens again.

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1 BY MR. WILSON:  
2 Q. Why would it be up to him to see if it happens  
3 again? Is that --  
4 **A. Would you like me to stand in her doorway and**  
5 **wait for her to come in every morning?**  
6 Q. Was that his job, though?  
7 **A. No, but he was the one taking offense at it. He**  
8 **was the one claiming this all happened.**  
9 Q. Well, if he said the whole thing was a big lie  
10 then why did you tell him if it happens again, let me  
11 know?  
12 **A. Because if it happened again I would want to**  
13 **know.**  
14 Q. But according to your testimony he said that it  
15 never happened in the first place?  
16 MR. WILLOUGHBY: That's not what she said.  
17 You're twisting her testimony.  
18 MR. WILSON: I don't think so.  
19 THE WITNESS: Yes, you are. I did not say  
20 that --  
21 BY MR. WILSON:  
22 Q. Okay. What did you say?  
23 **A. I said that he admitted --**  
24 MR. WILLOUGHBY: Wait. Hold it. We have



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1 been over this about ten times. I am going to let you  
2 answer one more time and that's it. Go ahead.  
3 MR. WILSON: What I'm trying to find out if  
4 she thought anything in here was the truth. She said  
5 no.  
6 MR. WILLOUGHBY: She's already answered  
7 that.  
8 MR. WILSON: She said no.  
9 MR. WILLOUGHBY: She didn't say there was  
10 nothing in here that wasn't true.  
11 MR. WILSON: Yes, she did. She said no --  
12 THE WITNESS: I didn't know what would be  
13 true. He said that he exaggerated, that he fabricated  
14 and that he wrote it in anger.  
15 BY MR. WILSON:  
16 Q. And my next questioning to you was why didn't  
17 you try to find out what was true in here and then you  
18 said because it's all exaggeration and fabrication?  
19 MR. WILLOUGHBY: That's not what she said.  
20 That's not what she said. She said what do you want me  
21 to do, go down and stand by the door and watch.  
22 MR. WILSON: No. I asked her if she --  
23 MR. WILLOUGHBY: Well, the record says what  
24 it says.

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1 MR. WILSON: Yes, it will.  
2 MR. WILLOUGHBY: Why don't you go back and  
3 find it then?  
4 (Record read.)  
5 BY MR. WILSON:  
6 Q. Let me see if I can clarify it. Did you think  
7 any of this in here was true?  
8 A. I didn't know. He wrote it.  
9 Q. Okay. Did you ask him if anything in there was  
10 true?  
11 A. I don't remember that specific question. On --  
12 I just don't remember that question.  
13 Q. Would you agree that some of the things that are  
14 in here are pretty serious if they are true?  
15 A. Yes.  
16 Q. Do you recall asking Mr. Wilcoxon if any of  
17 those things were true, any of the ones that you would  
18 have viewed to be serious?  
19 A. I don't remember asking him that specifically.  
20 Q. Which ones would you consider serious? What  
21 about on the first page, Bates number C00759, the second  
22 bullet point where it says, "mid September, Janay was  
23 late and missed her first class. Her girls stayed in  
24 the locker room unsupervised. Janay arrived at the

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1 start of second class."  
2 Would you view that as --  
3 A. Extremely serious, yes. Students would have  
4 been unsupervised.  
5 Q. And you don't recall if you asked Mr. Wilcoxon  
6 about that?  
7 A. No, and I don't know how that would have  
8 happened without students letting us know that that  
9 happened. So I had questioned whether there was a group  
10 of students unsupervised for a whole period.  
11 Q. What about the next one, November 13th, verbally  
12 attacked --  
13 A. Jahlil Akil.  
14 Q. -- Jahlil Akil for an inappropriate question,  
15 would you view that as serious?  
16 A. That looked like a big exaggeration, one of the  
17 exaggerations perhaps. Verbally attacked wasn't really  
18 her style to attack kids.  
19 Q. Did you ask Mr. Wilcoxon about that?  
20 A. I can't say that I asked him about anything in  
21 there specifically like that.  
22 Q. How about November 19th, left before our last  
23 class started to go to the bathroom, did not return  
24 until 2:25. Is that serious?

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1 A. Left before our last class started. That would  
2 have been serious. That would have been a whole class  
3 period.  
4 Q. November 24th, not the first bullet point but  
5 the second bullet point, Bruce Hannah came in during  
6 first class, ate breakfast in front of the kids, yelled  
7 at kids while the TV was being hooked up. She was  
8 demeaning. Witnessed by Mike Ruth.  
9 Is that serious?  
10 A. Yes. If she was eating breakfast during class  
11 it would be very serious.  
12 Q. Did you talk to Mike Ruth about that?  
13 A. No.  
14 Q. Why not?  
15 A. To tell you the truth I didn't even really  
16 remember that Mike Ruth was any part of a witness to  
17 this.  
18 Q. Who is Mike Ruth?  
19 A. A teacher in the school. I'm not sure how Mike  
20 would know that because he had the same schedule as  
21 Janay.  
22 Q. On the next page, 11-25 --  
23 A. Can I say again that Mike had the same schedule  
24 as Janay, so if he was down there and witnessed that he

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18 (Pages 66 to 69)



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1 wasn't in his class. That made me wonder if that was  
2 even a possibility.

3 Q. But you didn't think it was worth even going to  
4 talk to Mike about it?

5 A. No, I didn't ask Mike.

6 Q. On the next page, November 25th, Bruce brought  
7 breakfast in for her and she ignored class completely,  
8 is that serious?

9 A. Yes. If it happened it would be serious.

10 Q. On the next page marked C00761, 12-5, Bruce  
11 arrived at 10:05 and stayed the remainder of the day.  
12 Would there be any reason for a teacher's boyfriend --

13 A. No.

14 Q. -- to stay the whole day?

15 A. No.

16 Q. So would that be serious?

17 A. Yes.

18 Q. All right. And so then on December 17th you had  
19 another meeting? We can put this away now.

20 A. Well, except that --

21 MR. WILLOUGHBY: Go ahead.

22 THE WITNESS: I made a blanket statement to  
23 Janay, if any of this is true, if any part of this is  
24 true, it needs to stop. It was a verbal reprimand, if

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1 A. Four of us: Mr. Wilcoxon, Miss Freebery, myself  
2 and Mr. Rumford; and the purpose of that meeting was  
3 conflict resolution.

4 Q. Okay. Did Mr. Wilcoxon have a union  
5 representative of his choice there?

6 A. No.

7 Q. Was he given 48-hours notice of the meeting?

8 A. He doesn't need 48-hours notice.

9 Q. Why is that?

10 A. Because that's if he's going to a district level  
11 meeting, not an in-school meeting.

12 Q. Was he given the notice in writing, notice of  
13 the meeting in writing?

14 A. I don't remember.

15 Q. Do you know how much time he was given, how much  
16 notice he was given before the meeting started?

17 A. I don't know.

18 Q. What happened at this meeting?

19 A. At this meeting my goal was to help the two of  
20 them be able to work together, to get past this whole  
21 issue, and to make it clear what has been said to each  
22 of them about each of them so that they both --  
23 everybody was on the same page, and to make it clear  
24 that it shouldn't happen again.

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1 you want to say, that if any of this, even though we  
2 knew from his statements that there were exaggerations  
3 and untruths in here, they had been pointed out and  
4 agreed to, I said to Janay if there is any part of this  
5 it needs to stop.

6 BY MR. WILSON:

7 Q. Okay. And if something similar happened then --

8 A. I asked Rich.

9 Q. -- you would take some disciplinary steps?

10 A. Yes.

11 Q. And nothing like that ever happened?

12 A. Never did.

13 Q. So there was no discipline instituted?

14 A. No. The verbal reprimand would be discipline.

15 Q. Okay. So that's what she got was a verbal  
16 reprimand?

17 A. Yes. For any of it possibly happening. It was  
18 very broad and general, and that was it. There was no  
19 proof because he had admitted that it was exaggerated  
20 and written in anger.

21 Q. All right. Then you had another meeting on  
22 December 17th, 2003, correct?

23 A. Uh-huh. Yes.

24 Q. And who was at that meeting?

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1 Q. All right. Did Miss Freebery say anything at  
2 this meeting?

3 A. Yes.

4 Q. What did she say?

5 A. She talked about the comments that he had made,  
6 that they were offensive.

7 Q. Is this the first time you heard about it?

8 A. No. The 15th.

9 Q. Okay. Did you tell Mr. Wilcoxon what the  
10 comments were?

11 A. Miss Freebery did.

12 Q. She did? And what did she say the comments  
13 were?

14 MR. WILLOUGHBY: I think this has been  
15 asked and answered a long time ago in the deposition.

16 MR. WILSON: That's what Miss Freebery said  
17 in the initial meeting on the 16th. Were they the same  
18 comments on the 17th?

19 THE WITNESS: Yes.

20 BY MR. WILSON:

21 Q. Did Mr. Wilcoxon deny the comments?

22 A. No. Actually he acknowledged it.

23 Q. How did he acknowledge it?

24 A. He said, oh, I was just joking, and she opened

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1 the door. She started talking about when she went on  
2 her honeymoon she was on a nude beach, so I thought it  
3 was okay. To me that was an acknowledgment that he had  
4 said something and that he knew what we were talking  
5 about, what she was talking about.  
6 Q. Did Miss Freebery demand to know who advised him  
7 to keep the journal?  
8 A. No.  
9 Q. Did you?  
10 A. No demands.  
11 Q. Did you ask?  
12 A. A request, yes, but that was at an earlier  
13 meeting, I believe when it was just Mr. Wilcoxon there.  
14 Q. Did Miss Freebery make a request at this meeting  
15 to know who told him to keep the journal?  
16 A. I believe that she asked.  
17 Q. Did Mr. Wilcoxon tell her?  
18 A. No.  
19 Q. Did he say why not, why he wouldn't tell her?  
20 A. He wouldn't say why not, no.  
21 Q. Did this upset Miss Freebery?  
22 MR. WILLOUGHBY: Did what upset Miss  
23 Freebery?  
24 MR. WILSON: That he refused to tell her

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1 very, very upset. That's what I was talking about.  
2 Summer is a break and you come back and you're  
3 refreshed. Hopefully that would have happened.  
4 Q. So how did the tenured comment come into play?  
5 A. I believe he asked me if this was going to be a  
6 problem because he was non-tenured and I said you're  
7 non-tenured, just acknowledging you're non-tenured and  
8 actually I wasn't sure that he was non-tenured at that  
9 point because I knew he had some time in at other  
10 schools, didn't really think about it that much.  
11 Q. Did you begin consider terminating Mr. Wilcoxon  
12 at that time?  
13 A. No. Again, my job was to try to work with him,  
14 work with Janay, try to get that relationship working  
15 again because it was very broken at that point, and I  
16 had two teachers in the same space trying to work  
17 together and that was going to be very hard on the  
18 students, and I didn't want to see that happen.  
19 Q. Okay. So that was the first meeting on December  
20 17th, correct?  
21 A. Yes. With -- well, there were many meetings on  
22 the 15th and 16th.  
23 Q. Okay.  
24 A. The 17th meeting with all of us, that's where

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1 who told him to keep the journal.  
2 THE WITNESS: Minor issue, minor compared  
3 to everything else that was going on, absolutely.  
4 BY MR. WILSON:  
5 Q. Okay. Did you make a statement to Mr. Wilcoxon  
6 that you needed to figure out how he and Miss Freebery  
7 could finish out the year together?  
8 A. I said we have got a long year, we need to  
9 figure out how to make this work, and it was December,  
10 so it was a long year, and there was huge tension and  
11 great upset on both parts. He was very, very upset.  
12 She was very, very upset, and so I said, yeah, we got a  
13 long year, we got to figure out how to make this work.  
14 Q. And did Mr. Wilcoxon ask you about this  
15 statement?  
16 A. Later he did.  
17 Q. Okay. And did you respond you're not tenured,  
18 are you?  
19 A. No, well, that comment was made in there  
20 somewhere. But when he asked me why did I say that, he  
21 said maybe I'm reading too much into this, but you said  
22 we have a long year, and I said, Rich, yeah, you're  
23 reading too much into it. We do have to get this year  
24 -- we have a lot of time left this year and you're both

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1 that -- well, I don't even know when he said that. He  
2 didn't say that there. I think he said that after  
3 school that day. He came back in, met with Mr. Rumford  
4 and I at one point and said I feel sick, I feel sick to  
5 my stomach. I know that she just made accusations in  
6 front of my supervisors. I know where that can lead. I  
7 have researched this or I have experience with this. He  
8 said something along the line that he knew what this --  
9 what this meant. He did. I didn't know what he was  
10 talking about at that point.  
11 Q. Okay. Did he deny making the comments at this  
12 after-school meeting on December 17th?  
13 A. I don't remember. At that point he was more  
14 concerned with my comment about we have a long year  
15 ahead of us. He took -- he interpreted that as at the  
16 end of the year he wasn't going to be there. That was  
17 not my intention.  
18 Q. At the after-school meeting on December 17th did  
19 he tell you that he thought that this was Miss  
20 Freebery's way of getting back at him for keeping the  
21 journal?  
22 A. No. I don't remember that. And by that point  
23 he had already said she opened the door. And he said it  
24 in front of three people.

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20 (Pages 74 to 77)

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1 Q. Okay. And can you tell me again what he said  
2 that she said to him. I know you said something about a  
3 nude beach, is that correct?  
4 MR. WILLOUGHBY: With respect to the  
5 opening the door comment?  
6 BY MR. WILSON:  
7 Q. What comments Miss Freebery made to him?  
8 **A. That opened the door?**  
9 Q. That opened the door, yes.  
10 **A. She had been on her honeymoon and she had been**  
11 **on a nude beach. Later Mr. Rumford told me that he**  
12 **heard that story, too, and it never led him to make any**  
13 **remarks that were embarrassing or offensive to Miss**  
14 **Freebery.**  
15 Q. Okay.  
16 **A. Other people also said they heard that comment,**  
17 **that story.**  
18 Q. Did he say she had made any other comments?  
19 **A. No, did he not.**  
20 Q. He never said to you that Miss Freebery's mother  
21 told her that she should have sex with Mr. Hannah --  
22 **A. No.**  
23 Q. -- so he'd cut her grass?  
24 MR. WILLOUGHBY: Let him finish the

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1 question.  
2 THE WITNESS: No, he did not tell me that.  
3 BY MR. WILSON:  
4 Q. He didn't tell you that Miss Freebery said to  
5 him Bruce cut my grass and I didn't even have to have  
6 sex with him?  
7 **A. He did not tell me that. I do not remember that**  
8 **comment. I read that in the deposition.**  
9 Q. Okay. So that was the after-school meeting on  
10 December 17th?  
11 **A. Yes.**  
12 Q. And we have already talked about one other  
13 meeting on December 17th, that was the first meeting?  
14 **A. The one with all four of us, yes.**  
15 Q. And there was a meeting in the middle, too,  
16 correct?  
17 **A. I don't remember. Who was that meeting with?**  
18 Q. I was going to ask you that question.  
19 **A. I don't remember that. I know at the end of the**  
20 **day Mr. Wilcoxon came in and he was -- he truly was**  
21 **upset and felt that there was some process that was in**  
22 **place that I was not aware of that but he apparently was**  
23 **aware of and that was the next conversation I remember.**  
24 Q. All right. Let me take a short break and talk

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1 to Rich and see if we can figure out what was going on  
2 with the second meeting.  
3 (Recess taken.)  
4 BY MR. WILSON:  
5 Q. Everybody ready? All right. Miss Basara, I  
6 think I got this cleared up now. Did you have a meeting  
7 with Mr. Wilcoxon, just you two, that day or a  
8 discussion on December 17th?  
9 **A. I don't remember just meeting with the two of**  
10 **us.**  
11 Q. Okay.  
12 **A. I was calling Frank in on the meetings, so he --**  
13 **if he stopped in, I don't remember it.**  
14 Q. Okay. With regard to the meeting where Mr.  
15 Rumford and Miss Freebery were also present, could have  
16 anything that was to be discussed at that meeting  
17 adversely affect Mr. Wilcoxon's employment at Red Clay?  
18 **A. At that particular time? No.**  
19 Q. And did you make a statement to Mr. Wilcoxon to  
20 that effect?  
21 **A. Yes. I told him look, we're not trying to fire**  
22 **you, Rich. We need you guys to work this out.**  
23 Q. Okay. And there was another meeting on January  
24 22nd, 2004?

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1 **A. Yes.**  
2 Q. Correct? And do you recall who was at that  
3 meeting?  
4 **A. Mr. Rumford, Mr. Bartoli, myself, and**  
5 **Mr. Wilcoxon.**  
6 Q. Who is Mr. Bartoli?  
7 **A. He was the -- he was a retired administrator who**  
8 **was assigned to Red Clay to help with observations when**  
9 **Mr. -- or Dr. Manolakas went out sick.**  
10 Q. Did Mr. Wilcoxon have a union representative  
11 with him at that meeting?  
12 **A. No, he didn't.**  
13 Q. All right. I'd like to mark this exhibit as 4.  
14 (Basara Deposition Exhibit Basara-4 was  
15 marked for identification.)  
16 BY MR. WILSON:  
17 Q. Okay. Have you had a chance to review that?  
18 **A. Yes.**  
19 Q. Is that your handwriting?  
20 **A. Yes.**  
21 Q. And what's the date on that?  
22 **A. 1-22.**  
23 Q. Do you recall -- so does that mean you gave him  
24 this memo?

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21 (Pages 78 to 81)

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1 **A. Uh-huh.**  
2 Q. On 1-22?  
3 **A. Yes.**  
4 Q. Do you recall about what time?  
5 **A. I don't remember what time.**  
6 Q. Okay. Is there any mention of the specific  
7 reason for the meeting on this?  
8 **A. Nope.**  
9 Q. Is there any indication of who would be present?  
10 **A. No.**  
11 Q. Okay. At this meeting on January 22nd  
12 Mr. Wilcoxon was given some disciplinary letters,  
13 correct?  
14 **A. Yes.**  
15 Q. Okay. I'd like to have this marked.  
16 (Basara Deposition Exhibit Basara-5 was  
17 marked for identification.)  
18 BY MR. WILSON:  
19 Q. Have you had a chance to review that?  
20 **A. Yes.**  
21 Q. And at the top it states from Janet Basara,  
22 correct?  
23 **A. Uh-huh.**  
24 Q. Are those your initials next to it?

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1 **A. Yes.**  
2 Q. And the date says January 20th, 2004?  
3 **A. Correct.**  
4 Q. And in handwriting beside it it says 1-22-04?  
5 **A. Correct.**  
6 Q. JB?  
7 **A. Yes.**  
8 Q. Is that your writing?  
9 **A. Yes. Do you want to know why?**  
10 Q. Yes.  
11 **A. He was out of school for three days previous to**  
12 **the 20th. The 20th he was expected to be back in**  
13 **school, and so when I wrote the letters I planned to**  
14 **meet with him on the 20th but he was absent two**  
15 **additional days and so I had to wait two more days to**  
16 **the 22nd to have our meeting.**  
17 Q. Okay. And what was he being disciplined for  
18 with this letter?  
19 **A. This letter was a statement that we had met, we**  
20 **talked, that there were comments made. This was a**  
21 **documentation of the meeting that we had the meeting.**  
22 **In addition, Miss Freebery was going to press charges if**  
23 **it happened again, and so I felt it was important that**  
24 **he have that in writing should another comment be made**

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1 **so that there would be no misunderstanding that he had**  
2 **been warned that if these comments continued she was**  
3 **going to press charges.**  
4 Q. Okay. And this letter references the December  
5 17th, 2003 meeting, correct?  
6 **A. Yes. Right.**  
7 Q. So there was some discipline that came out of  
8 that December 17th meeting, correct?  
9 **A. This is just a statement that we had the meeting**  
10 **and that those comments needed to be stopped.**  
11 Q. Okay. And if the comments --  
12 **A. Continued there would be action.**  
13 Q. And if they stopped there would be no further  
14 action?  
15 **A. Right. She was not pressing charges at that**  
16 **time.**  
17 Q. So this letter is not a form of discipline?  
18 **A. Yes, it is.**  
19 Q. Okay.  
20 **A. It's a statement of what happened, and what was**  
21 **discussed.**  
22 Q. All right. And when you presented -- was this  
23 the first letter you gave to Mr. Wilcoxon at that  
24 meeting?

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1 **A. Yes. Yes.**  
2 Q. When you presented him with this letter did he  
3 request a union representative?  
4 **A. Yes.**  
5 Q. Was he provided one?  
6 **A. No. What I told him was that at this time I'm**  
7 **meeting with him as a principal with a teacher and he**  
8 **could receive the letters and then go directly to his**  
9 **representative and talk to them and then we would meet**  
10 **again, but all I was doing was giving him the letters at**  
11 **that point. He did not need to make any comments**  
12 **whatsoever. I wasn't asking him to comment.**  
13 Q. So you told him he couldn't have a union  
14 representative?  
15 **A. I just said, all I'm going to do is give you the**  
16 **letters. You can take them directly to your**  
17 **representative or you can call Mr. Norton, you can do**  
18 **whatever you need and then we'll deal with that. But**  
19 **this was just a matter of getting the letters to him**  
20 **which could have been mailed or put in his mailbox but I**  
21 **was handing them to him.**  
22 Q. Okay. I'd like to mark another exhibit.  
23 (Basara Deposition Exhibit Basara-6 wa  
24 marked for identification.)

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22 (Pages 82 to 85)

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1 BY MR. WILSON:  
2 Q. All right. Miss Basara, you're free to read  
3 this whole thing if you want, but I can let you know  
4 that the questions I am going to be asking you will  
5 pertain to article 4, beginning on page six and going  
6 into page seven where it says 4:4.1?  
7 **A. Uh-huh. Uh-huh.**  
8 Q. Okay. What is this?  
9 **A. This is the contract.**  
10 Q. Okay. And on the cover of this it says  
11 September 1st, 2002?  
12 **A. Uh-huh.**  
13 Q. Through August 31st, 2005?  
14 **A. Correct.**  
15 Q. Is this the effective date of the agreement?  
16 **A. Yes.**  
17 Q. Okay. Are you familiar with this document?  
18 **A. Yes.**  
19 Q. Turning to the section that I referenced, 4:4.1,  
20 do you believe you violated any part of this section by  
21 virtue of your meeting with Mr. Wilcoxon?  
22 **A. No, I do not.**  
23 Q. And why not?  
24 **A. Because the Board means the district level. A**

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1 **principal can meet with a teacher at any time. If he**  
2 **was being called before the Board at a district level he**  
3 **needs 48 hours notice and a rep.**  
4 Q. Actually it says a Board or an agent thereof?  
5 **A. Uh-huh. Which would be a district level person**  
6 **or the Board.**  
7 Q. Okay.  
8 **A. The Board of --**  
9 Q. Go ahead.  
10 **A. Red Clay School Board.**  
11 Q. Didn't you state at the beginning of your  
12 deposition that you acted on behalf of the Board?  
13 MR. WILLOUGHBY: We're not representing  
14 that. You're asking for a legal conclusion at this  
15 point that trying to interpret the contract from her.  
16 She said she was an acting principal.  
17 MR. WILSON: Right.  
18 MR. WILLOUGHBY: I never remember her  
19 saying anything like that.  
20 MR. WILSON: I think she did.  
21 MR. WILLOUGHBY: I don't.  
22 BY MR. WILSON:  
23 Q. Did you say that?  
24 **A. I don't remember saying that.**

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1 Q. So now it's your testimony that you don't  
2 remember?  
3 MR. WILLOUGHBY: First of all, I object. I  
4 think you're twisting things around and trying to apply  
5 things to a contract that you definitely have a  
6 technical legal meaning on and trying to twist her  
7 language into saying that she says she's not acting as  
8 an administrator in the district. She's obviously  
9 acting as an administrator in the district. That  
10 doesn't mean she's an agent of the Board for this  
11 section of the contract. She's already told you what  
12 her understanding of the contract is.  
13 THE WITNESS: And I sought advice on that.  
14 I asked district personnel does this -- what does this  
15 mean, and I was told that this meant if it was a  
16 district level meeting where his -- where any of these  
17 issues were going to come up, he had 48-hours notice  
18 from that. But that a principal can meet with a teacher  
19 at any time, otherwise we'd never get anywhere.  
20 BY MR. WILSON:  
21 Q. Okay. What about at the bottom of the page six,  
22 the last sentence where it says in formal discussion  
23 with an employee by any member of - I can't even read  
24 that.

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1 **A. I can't either.**  
2 Q. Pertaining to the employee's performance at  
3 his/her work location will not be precluded by the  
4 preceding language of this section. However, if as a  
5 result of such informal discussion employee perceives  
6 that the matter discussed in the future could adversely  
7 affect his or her continued employment, salary, or  
8 increments, the administrator will, upon written  
9 request, give the employee reasons in writing for the  
10 necessity of waiving the 48-hours written notice  
11 prescribed above.  
12 Is that what that says?  
13 **A. Yes. I don't know what it means really.**  
14 Q. Okay. So you wouldn't interpret this language  
15 as -- of this informal discussion that they identify as  
16 a discussion with -- at your level with a teacher?  
17 MR. WILLOUGHBY: I object, first of all,  
18 because she's not a lawyer, but the language says upon  
19 written request. So you haven't laid a foundation to  
20 say this would even be applicable. The employee has to  
21 make a written request. That's what it says. So if you  
22 want to lay some foundation questions about whether or  
23 not he asked in writing for someone there, then that's  
24 fine, but . . .

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23 (Pages 86 to 89)



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1 BY MR. WILSON:  
2 Q. Did Mr. Wilcoxon state to you that he wanted a  
3 union representative?  
4 **A. Yes.**  
5 MR. WILLOUGHBY: I think it's been asked  
6 and answered.  
7 BY MR. WILSON:  
8 Q. Did he have the opportunity to give you a  
9 written request?  
10 **A. I wasn't asking him to discuss this. I was**  
11 **simply giving him the letters. A discussion would**  
12 **follow.**  
13 Q. But it did lead to discipline, correct?  
14 **A. At that time we didn't know where it was going**  
15 **to lead.**  
16 Q. But didn't you testify that the letter was a  
17 disciplinary letter?  
18 MR. WILLOUGHBY: She said the letter was  
19 discipline but that's not what she said. You're  
20 twisting her language again.  
21 MR. WILSON: So it led to discipline.  
22 MR. WILLOUGHBY: She didn't say that. She  
23 said there was a meeting and subsequently he was  
24 disciplined but she didn't say the meeting is what led

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1 to the discipline.  
2 BY MR. WILSON:  
3 Q. Was Mr. Wilcoxon disciplined at this meeting?  
4 MR. WILLOUGHBY: December 17 or January?  
5 BY MR. WILSON:  
6 Q. January 22nd?  
7 **A. He was given three letters. He was given three**  
8 **letters. He wasn't asked to discuss it. He wasn't**  
9 **asked to explain it. I assumed that would come in a**  
10 **meeting with his rep after he had a chance to talk to**  
11 **him. How could he talk to him without the letters in**  
12 **his hand?**  
13 Q. So he received disciplinary letters at this  
14 meeting?  
15 **A. Yes.**  
16 Q. Okay. All right. After you gave him the letter  
17 regarding the inappropriate comments, you gave him a  
18 letter regarding his lesson plans, correct, or  
19 substitute plans?  
20 **A. May I add something about this 48 hours?**  
21 **MR. WILLOUGHBY: No.**  
22 MR. WILSON: Sure. Go ahead.  
23 MR. WILLOUGHBY: He's asked you to go ahead  
24 now. If there is a pending question you can answer it,

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1 but you generally don't just make comments unless he  
2 asks you a question.  
3 THE WITNESS: Okay. I'll withdraw the  
4 comment.  
5 BY MR. WILSON:  
6 Q. Okay. Can I have that marked?  
7 (Basara Deposition Exhibit Basara-7 was  
8 marked for identification.)  
9 BY MR. WILSON:  
10 Q. Let me know when you're done reviewing this  
11 document.  
12 **A. Okay.**  
13 Q. Is this the second letter you gave Mr. Wilcoxon?  
14 **A. Yes.**  
15 Q. And this is because his lesson plans were  
16 completely inadequate?  
17 **A. Correct.**  
18 Q. Okay. When did you determine they were  
19 completely inadequate?  
20 **A. When I saw them.**  
21 Q. And was that when Mr. Wilcoxon was absent?  
22 **A. Yes.**  
23 Q. The day that Mr. Rumford found the journal?  
24 **A. No.**

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1 Q. No?  
2 **A. This was another -- the second time.**  
3 Q. Okay. When does this pertain to?  
4 **A. This was when he went to Hawaii.**  
5 Q. And what's an approximation of what month that  
6 was?  
7 **A. January 14th, 15th and 16th.**  
8 Q. What was wrong with his lesson plans then?  
9 **A. Did you see them?**  
10 Q. No.  
11 **A. You didn't see the plans?**  
12 Q. I may have, but you can explain to me.  
13 MR. WILLOUGHBY: I think you should see  
14 them if you want her to explain them. They're marked in  
15 the deposition over there. If you want her to give a  
16 global response without seeing them, she can.  
17 MR. WILSON: If she can just give me a  
18 general idea of what was wrong with them, I'll be happy  
19 with that.  
20 THE WITNESS: It said shoot around  
21 basketball for day one. Day two, repeat day one. Those  
22 are inadequate plans. There was not a class list,  
23 again, which is what started all this in the fir  
24 place, nor a bell schedule.

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24 (Pages 90 to 93)



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1 BY MR. WILSON:  
2 Q. He got one more letter that day, correct?  
3 **A. Yes.**  
4 Q. Mark this 8.  
5 (Basara Deposition Exhibit Basara-8 was  
6 marked for identification.)  
7 THE WITNESS: All right.  
8 BY MR. WILSON:  
9 Q. Okay. Is this the third letter that you gave  
10 him that day?  
11 **A. Yes.**  
12 Q. Okay. What does this pertain to?  
13 **A. There were after-school activities every day at**  
14 **Skyline, and whoever was keeping students was supposed**  
15 **to sign up in the morning putting the number of students**  
16 **that they would be keeping that would need a city bus or**  
17 **a suburban bus. It was broken into two sections. The**  
18 **purpose of that was so that we had enough buses to take**  
19 **the students home who were staying after school. Some**  
20 **days we needed two buses, sometimes three, sometimes**  
21 **four, depending on how many activities there were after**  
22 **school. If teachers did not sign up then we would not**  
23 **know that there were activities. It was Miss Freebery's**  
24 **responsibility to check that during her first planning**

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1 **period and call in for the buses. That was the routine.**  
2 **Teachers had been asked to please remember to do that,**  
3 **and he continued to forget. He asked Mr. Rumford how do**  
4 **I remember to do this? I keep forgetting.**  
5 Q. Had you talked to him about this prior to giving  
6 him this letter?  
7 **A. I gave two notices to the staff.**  
8 Q. Did you talk to Mr. Wilcoxon personally?  
9 **A. I believe two notices to the whole staff should**  
10 **suffice. And I believe I did talk to him besides that,**  
11 **that the buses are important, you have got to sign up**  
12 **for the buses, especially since he often kept as many as**  
13 **50 students for an activity. That's an entire bus.**  
14 Q. Was he the only person who failed to do this?  
15 **A. The only person ever in the whole time at**  
16 **Skyline?**  
17 Q. No. In the school year 2003-2004?  
18 **A. I couldn't say that he would be the only one.**  
19 **The first step would be to remind people and that's why**  
20 **we did the letters to everybody, or the reminder to**  
21 **everybody.**  
22 Q. Do you recall giving a letter such as this to  
23 anybody else?  
24 **A. No.**

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1 Q. During that school year?  
2 **A. No. But I did verbally tell some people.**  
3 Q. Did you verbally tell some people more than  
4 once?  
5 **A. No. Never more than once. Once was enough.**  
6 Q. Are you sure you talked to Mr. Wilcoxon?  
7 **A. I don't want to say a hundred percent I did but**  
8 **I believe that I did. I believe there was a**  
9 **conversation about the buses. But I don't remember**  
10 **exactly when it was.**  
11 Q. Do you recall a student faculty basketball game  
12 during the 2003-2004 school year?  
13 **A. Yes.**  
14 Q. Okay. Initially Mr. Wilcoxon and Mr. Rumford  
15 were supposed to organize this game, correct?  
16 **A. And a parent, Mrs. Perez.**  
17 Q. Who is Mrs. Perez?  
18 **A. She's a parent and she also works in the**  
19 **in-school suspension. She was actually in charge.**  
20 Q. Okay. And Mr. Wilcoxon made the initial calls  
21 to Mrs. Perez to get the organization of the game going,  
22 didn't he?  
23 **A. I don't know.**  
24 Q. The organization of this game when it first

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1 started began before the issue with the journal arose,  
2 correct?  
3 **A. Again, I don't know. I don't know when that**  
4 **started. I think it would be after because I think that**  
5 **was in the spring.**  
6 Q. Was Miss Freebery initially on the team to  
7 organize this game?  
8 **A. I honestly don't know. This was being organized**  
9 **by the family committee of the SSA or PTO group.**  
10 Q. What does SSA --  
11 **A. Student Support Association. It was a**  
12 **Parent-Teacher Organization and they had a family**  
13 **committee and this was a family night to have the**  
14 **basketball game with the staff and students.**  
15 Q. All right. I'd like to have this marked. I  
16 guess we're up to 9 now.  
17 (Basara Deposition Exhibit Basara-9 was  
18 marked for identification.)  
19 THE WITNESS: Okay.  
20 BY MR. WILSON:  
21 Q. Do you recall getting this e-mail?  
22 **A. I don't really remember but it does say it came**  
23 **to me and I do believe -- I don't remember the wording**  
24 **of all of this but I believe that I sent him a response**

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25 (Pages 94 to 97)

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1 **to the effect that no, you can be on the committee, we**  
2 **need all the help we can get.**  
3 Q. But why is it Mr. Wilcoxon was taken off the  
4 committee?  
5 **A. I don't know.**  
6 Q. It wasn't your decision?  
7 **A. No.**  
8 Q. Do you know whose decision it was?  
9 **A. I don't know. I didn't even know he was taken**  
10 **off.**  
11 Q. Well --  
12 **A. Obviously that's what he's saying in here.**  
13 Q. Let's mark this one, too, then.  
14 (Basara Deposition Exhibit Basara-10 was  
15 marked for identification.)  
16 THE WITNESS: Well, I didn't write this.  
17 Oh, okay. This date was changed to go with the  
18 referendum because we wanted to bring in parents to  
19 vote.  
20 BY MR. WILSON:  
21 Q. Okay. What is this?  
22 **A. I don't know. This looks like a sign-up. I**  
23 **didn't write this.**  
24 Q. But it says from you, Frank Rumford and Janay

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1 **teaching with Miss Freebery.**  
2 Q. Okay. And what's the date on this?  
3 **A. November 19th, 2003.**  
4 Q. Okay. And on the third page of this --  
5 **A. If I could also add, it is an announced**  
6 **observation. If you see the check at the top.**  
7 Q. Uh-huh.  
8 **A. Okay.**  
9 Q. On the third page, the one that's marked at the  
10 bottom 0103?  
11 **A. Uh-huh.**  
12 Q. Is that your signature?  
13 **A. Yes.**  
14 Q. Okay. Then there is some language in italics  
15 above the signature lines?  
16 **A. Uh-huh.**  
17 Q. What does that say?  
18 **A. Nice -- nice lesson, Rich. You were clear and**  
19 **guided the students to understand the terms you would be**  
20 **using in this unit. The students were respectful and**  
21 **responsive. Keep up the good work.**  
22 Q. Okay. Was this a favorable observation?  
23 **A. This was a good observation. There were a**  
24 **couple of suggestions in there, recommendations.**

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1 Freebery?  
2 **A. Uh-huh.**  
3 Q. Would you agree that those are the primary  
4 actors for the organization of this game?  
5 **A. Well, I wasn't a part of this at all. I didn't**  
6 **get involved in this piece of it, although I was doing a**  
7 **lot of other activities for the referendum night.**  
8 Q. And Mr. Wilcoxon's name isn't on there, is it?  
9 **A. Correct. This is just a request for anybody**  
10 **that wants to join, help us out.**  
11 Q. Okay. As acting principal you were required to  
12 perform observations of teachers, correct?  
13 **A. Correct.**  
14 Q. All right. I'd like to go over some of the  
15 lesson analysis.  
16 **A. Okay.**  
17 (Basara Deposition Exhibit Basara-11 was  
18 marked for identification.)  
19 BY MR. WILSON:  
20 Q. Let me know when you have had time to look over  
21 that.  
22 **A. Okay. I remember this. Okay.**  
23 Q. What is this?  
24 **A. This was an observation where he was team**

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1 Q. But overall favorable?  
2 **A. Yes. There was a recommendation on 0102, that**  
3 **he write his performance indicators on the board to help**  
4 **the students focus on the main idea, that's part of an**  
5 **effective lesson, and also to try to get to some higher**  
6 **level questions, there were none, and that was my**  
7 **suggestion or recommendation, that he try to get those**  
8 **included into the unit.**  
9 Q. Okay. Okay. Here is the next one.  
10 (Basara Deposition Exhibit Basara-12 was  
11 marked for identification.)  
12 THE WITNESS: Okay. Now this lesson I  
13 haven't seen. Okay.  
14 BY MR. WILSON:  
15 Q. Okay.  
16 **A. That's the first time I saw that one.**  
17 Q. Okay. Can you identify what this is?  
18 **A. Mr. Bartoli did a lesson analysis.**  
19 Q. Okay. And again, can you tell us who  
20 Mr. Bartoli is?  
21 **A. He was the retired principal who came in to help**  
22 **out with observations.**  
23 Q. On the second page, there is a number of boxes,  
24 the bottom one?

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26 (Pages 98 to 101)

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1 **A. Uh-huh.**  
2 Q. Commendations, recommendations, areas for  
3 growth, comments?  
4 **A. Uh-huh.**  
5 Q. States Mr. Wilcox is to be commended for his  
6 organizational planning such as his preparation for the  
7 lesson, setting up the gymnasium, use of squads, posting  
8 of the standards, rotation of players and taking  
9 attendance. References to the standards were used in  
10 the presentation of the lesson and also included in the  
11 closure of the lesson. Reviews of the rules of the game  
12 were covered prior to having the students starting the  
13 activity.  
14 Is that what that says?  
15 **A. Yes. I would hope that he would put his**  
16 **standards on because that was the recommendation that I**  
17 **made in his other observation.**  
18 Q. So based on your review of this, is this a good  
19 observation by Mr. Bartoli?  
20 MR. WILLOUGHBY: You didn't ask her to --  
21 BY MR. WILSON:  
22 Q. Did you look over the entire document?  
23 **A. Yes, there were three recommendations, one**  
24 **commendation.**

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1 Q. Okay. Overall was this a good --  
2 **A. Acceptable.**  
3 Q. And you referred to the last one as an announced  
4 observation, and on the front page of this there is a X  
5 beside --  
6 **A. Unannounced, correct.**  
7 Q. -- unannounced. So is this an unannounced  
8 observation?  
9 **A. Correct, and it was PE rather than health,**  
10 **totally different setting.**  
11 Q. How so?  
12 **A. One is in the gym, students are being active,**  
13 **and the other one was in an auditorium-type setting**  
14 **called the multi-purpose room where students were doing**  
15 **written work, reading, discussion, small group work.**  
16 Q. And as of February 12th, 2004 Mr. Wilcox was  
17 no longer team teaching with Miss Freebery, was he?  
18 **A. Probably not by then. Absolutely not.**  
19 Q. Okay. I'd like to have that marked as 13.  
20 (Basara Deposition Exhibit Basara-13 was  
21 marked for identification.)  
22 BY MR. WILSON:  
23 Q. Okay. Can you review that and let me know when  
24 you're finished?

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1 **A. Uh-huh. I think there is a page missing. There**  
2 **is a page missing.**  
3 Q. What page?  
4 **A. It would have been the one before the signature**  
5 **page.**  
6 Q. Okay. Do you recall what was on that page?  
7 **A. It would have been my recommendations and**  
8 **commendations and more of what happened in class, I**  
9 **suppose.**  
10 MR. WILLOUGHBY: Here is, I got . . .  
11 Do you want to mark that one as the next  
12 one so we have the page? What number are we up to?  
13 MR. WILSON: Okay. I'll just get some  
14 copies of this made.  
15 MR. WILLOUGHBY: If you just want to mark  
16 it as the next exhibit, I have got copies here.  
17 MR. WILSON: You do?  
18 MR. WILLOUGHBY: Yes. What number are we  
19 on?  
20 MR. WILSON: This would be 14.  
21 (Basara Deposition Exhibit Basara-14 was  
22 marked for identification.)  
23 BY MR. WILSON:  
24 Q. Off the record.

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1 (Discussion held off the record.)  
2 THE WITNESS: Okay.  
3 BY MR. WILSON:  
4 Q. Okay. You have been handed two exhibits, one  
5 was exhibit 13 and one is exhibit 14. When you were  
6 handed 13 you indicated that one page was missing and  
7 Mr. Willoughby was kind enough to supply one with all  
8 the pages intact. So I am going to ask you about  
9 exhibit 14, okay?  
10 **A. Okay.**  
11 Q. And can you tell us what this is?  
12 **A. This is a lesson analysis, unannounced, in**  
13 **health which was in the multi-purpose room.**  
14 Q. And is that your signature on --  
15 **A. Yes.**  
16 Q. -- the third page -- excuse me, fourth page?  
17 **A. Uh-huh. Yes.**  
18 Q. So you conducted this --  
19 **A. Yes.**  
20 Q. -- analysis?  
21 **A. Yes.**  
22 Q. Did Mr. Wilcox receive unsatisfactory grades  
23 on this lesson analysis?  
24 **A. Well, there is no term for that.**

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27 (Pages 102 to 105)

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1 Q. Okay. Let me rephrase it. Is this an  
2 unsatisfactory lesson analysis?  
3 **A. There were parts of it that were unsatisfactory.**  
4 **They're stated in the recommendations.**  
5 Q. Okay. And what is that?  
6 **A. Do you want me to read them all?**  
7 Q. Well, you can just mention them if you can.  
8 **A. Mr. Wilcoxon had written an objective on the**  
9 **board but the screen was pulled down so the kids**  
10 **couldn't see what he wrote up there, so I was basing**  
11 **what his objective was on what he said rather than what**  
12 **he wrote, and I felt that it wasn't clear enough**  
13 **compared to what it should have been, what it could have**  
14 **been, that that piece is critical, and that's been**  
15 **stated in previous observations.**  
16 Q. Okay. Is that it?  
17 **A. Oh, no. I recommended in here that he do more**  
18 **careful planning when he does a group assignment. The**  
19 **students were allowed to just pick their own groups and**  
20 **move wherever they wanted. Having been a classroom**  
21 **teacher myself I know you need to give some direction to**  
22 **that. Oftentimes you would want to put students**  
23 **together who could work well together, for example a**  
24 **high rating student with a lower rating student, and you**

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1 look for those differences in order to help students  
2 help each other. There didn't appear to be anything  
3 like that going on. Students were able to pick whoever  
4 they wanted to work with, which is fine, that happens  
5 from time to time also.  
6 **He said that they could move to their**  
7 **groups, and everybody moved over to the same side except**  
8 **for two groups, one behind and one to the side. That**  
9 **clustered so many kids together that they then became**  
10 **loud in trying to talk to each other. Again, we're in**  
11 **an auditorium, kind of a horse-shoe shape, and one**  
12 **group, the groups were lining themselves this way, chair**  
13 **one, two, three and four. So when partner one is**  
14 **talking to partner four he has to yell. So had he**  
15 **thought that through a little bit he might have put them**  
16 **in a group of four so that they could have talked to one**  
17 **another in a lower voice. But he had what, 34 students**  
18 **in there? 38 students, and so in forming groups my**  
19 **suggestion was that he think it through a little bit**  
20 **more, and make those kinds of directions clear to the**  
21 **students.**  
22 **He also had not told the students initially**  
23 **that they were going to be making a presentation. If**  
24 **students know they're going to make a presentation then**

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1 **they need to be prepared who is going to speak on their**  
2 **behalf and what is that person going to say, to stand up**  
3 **and do that. He did not give that direction in the**  
4 **beginning of the lesson but as everybody returned to**  
5 **their seats then he said okay, so I want to have**  
6 **somebody come up and tell us what you did.**  
7 **There was a serious issue with noises where**  
8 **the students were whistling and one student started on**  
9 **one side of the room making a whistle sound and when**  
10 **Mr. Wilcoxon looked that way another student on the**  
11 **other side of the room whistled and when he looked over**  
12 **that way another student made a whistle somewhere else,**  
13 **so he was trying to figure out who was doing what. And**  
14 **that seemed to be students were embarrassing him. That**  
15 **doesn't happen normally.**  
16 Q. Okay.  
17 **A. That went on for quite a bit. He did attempt to**  
18 **stop that by saying everybody -- by saying to the whole**  
19 **group, you need to stop, stop that. And then at one**  
20 **point he said if you do that again you're going to get**  
21 **sent out but he did not look at a particular student**  
22 **when he said that. He just said it in general. Well,**  
23 **if you don't know who is doing it how are you going to**  
24 **send them out and the kids know that. So then that**

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1 **becomes a threat that you can't follow through on which**  
2 **undermines your authority.**  
3 Q. Now, this --  
4 **MR. WILLOUGHBY: I don't think she was**  
5 **done.**  
6 **MR. WILSON: Okay.**  
7 **THE WITNESS: No, there is more.**  
8 **BY MR. WILSON:**  
9 Q. Okay.  
10 **A. Let's see. Clearer directions was in here as a**  
11 **recommendation that the students have all the**  
12 **information, such as you're going to need to report out,**  
13 **pick a person to report for your group. That needed to**  
14 **be clearer.**  
15 **Off task, when attempting to control . . .**  
16 **When students close an activity or when he closes an**  
17 **activity for the day, then you should revisit the**  
18 **standard, what was it you were trying to teach the**  
19 **students, and then you want them to tell you that in**  
20 **that -- in the reporting out you would expect to hear**  
21 **the students got what they were supposed to learn, and**  
22 **there was no connection there. And I recommended that**  
23 **he try to have closure match up with the performance**  
24 **indicators. I suggested heterogenous groupings was a**

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1 great idea. I'm glad that he tried to group students  
2 because that's a good way to learn, but that it would  
3 have been more effective if he put highs with lows or  
4 one behavior problem in a group or something like that,  
5 some way that you differentiate based on some individual  
6 need.

7 This lesson was not brought to closure.  
8 And, again, higher order thinking questions was  
9 encouraged. He had two in the lesson and I was  
10 suggesting that he put more, which is similar to what I  
11 had said in the other one.

12 Q. Is that it?

13 A. I think so.

14 Q. Okay. Did he do anything good?

15 A. Yes.

16 Q. Okay. Can you tell me that?

17 A. He varied the activities. He had some whole  
18 group discussion. He did review what he had done the  
19 day before. You want to mix it up a little bit. Kids  
20 can't sit there for 45 minutes and listen, so he did  
21 have them try group activities. To have them present  
22 out to the class was a good idea. It just wasn't  
23 executed in a good way. It could have been improved.  
24 Having students work together in groups of four was a

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1 Q. Unacceptable?

2 A. Unacceptable. Lots of way to improve, and after  
3 two years I wouldn't expect to see the same -- these  
4 kinds of problems.

5 Q. Had he had an unacceptable observation prior to  
6 this?

7 A. Just what we read, there were recommendations in  
8 there, in the first one that I did.

9 Q. But those were acceptable?

10 A. They were relatively acceptable. The first one  
11 was with a team teacher. The team teacher was Miss  
12 Freebery was keeping classroom control as he was  
13 teaching. She was adding in pieces that he forgot  
14 during that team teaching time. This time he was on his  
15 own for the first time.

16 Q. Well, he was on his own with Mr. Bartoli,  
17 correct?

18 A. In the gym. In the gym. A different set.

19 Q. Okay. And when Miss Freebery would get observed  
20 when they were team teaching she would have the benefit  
21 of Mr. Wilcoxon's presence, too, as well, correct?

22 A. I suppose. I can't say I observed her with  
23 that. I don't remember that.

24 Q. Did you observe Miss Freebery during this school

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1 good idea so that they could talk through and more  
2 people can share in that way, so those were compliments.

3 Let's see. The activities that he had were  
4 good. The discussion that he had about news articles or  
5 magazine articles and how they tried to get you to buy  
6 cigarettes, that was a good lesson to have so the kids  
7 can understand the influences.

8 I didn't feel that he really made that  
9 point and that was a suggestion in here, in that there  
10 was a discussion early on in this lesson, what could you  
11 buy with the money that you saved from cigarettes. If  
12 you didn't buy cigarettes, how much money would you save  
13 in a year and what could you buy, and then it dropped  
14 and it was sort of -- would have been a lot better if  
15 you then came to the conclusion as a group or  
16 individuals came to the conclusion then we shouldn't  
17 smoke, then we're wasting our money, but that was a  
18 piece that just -- it just fell because it didn't get  
19 concluded.

20 Q. Okay. Are you done?

21 A. Yes.

22 Q. Okay. Would you view this as an acceptable  
23 observation?

24 A. Not particularly.

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1 year?

2 A. During that school year it was probably not my  
3 -- she wasn't on my list, I don't think. We split the  
4 teachers that we would observe.

5 Q. Who split the teachers?

6 A. Mr. Bartoli and I. It would have been  
7 Dr. Manolakas and I, so Mr. Bartoli took over  
8 Mr. Manolakas's list.

9 Q. Why did Mr. Wilcoxon get observed by both you  
10 and Mr. Bartoli?

11 A. I asked him to go in and do an observation.

12 Q. Why did you do that?

13 A. Well, because I thought we needed an extra  
14 observation or we should have some extra observations on  
15 him because he was having some issues but he did a  
16 relatively good job in the gym.

17 Q. After the issue with the journal came up was  
18 there some sort of animus between you and Mr. Wilcoxon?

19 A. No, not that I know of, although he claims there  
20 was.

21 Q. Okay. So from your perspective everything  
22 seemed normal?

23 A. Yes.

24 Q. You communicated with him --

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29 (Pages 110 to 113)



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1 **A. Yes.**  
2 Q. -- just as much as you always had?  
3 **A. Yes.**  
4 Q. Okay. We're going to mark another one.  
5 (Basara Deposition Exhibit Basara-15 was  
6 marked for identification.)  
7 Q. Can you tell me what this is?  
8 **A. Performance appraisal for the end of the year.**  
9 Q. For the end of the school year 2003-2004?  
10 **A. Correct.**  
11 Q. And is that your signature on the last page?  
12 **A. Yes.**  
13 Q. Okay. Just briefly can you identify the areas  
14 where Mr. Wilcoxon received effective -- the categories  
15 that Mr. Wilcoxon was rated effective?  
16 **A. That was organization and management, barely but**  
17 **effective, instructional strategies, student-teacher**  
18 **interactions, and evaluations of student performances.**  
19 Q. And what categories was he graded as  
20 unsatisfactory?  
21 **A. Instructional planning and related**  
22 **responsibilities.**  
23 Q. Okay.  
24 **A. What goes into this is the observations, letters**

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1 **and anything that -- this is a whole -- a whole series**  
2 **of things that would go into this. When you do a lesson**  
3 **analysis it's one day, one lesson. When you do a**  
4 **performance appraisal it includes everything that's**  
5 **happened.**  
6 Q. Okay.  
7 (Basara Deposition Exhibit Basara-16 was  
8 marked for identification.)  
9 BY MR. WILSON:  
10 Q. You have been handed what's been marked exhibit  
11 16. Can you tell me what that is?  
12 **A. This looks like a letter that was sent to**  
13 **Mr. Wilcoxon from Miss Dunmon, Assistant Superintendent.**  
14 Q. Okay. And does it set forth the reasons for his  
15 termination?  
16 **A. Yes.**  
17 MR. WILLOUGHBY: You have said termination.  
18 You mean nonrenewal?  
19 MR. WILSON: It says termination on the  
20 letter.  
21 MR. WILLOUGHBY: Okay.  
22 THE WITNESS: The reasons include poor  
23 classroom management, inappropriate interaction with  
24 staff, and lack of proper student lesson plans.

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1 BY MR. WILSON:  
2 Q. With regard to the lack of proper student lesson  
3 plans, if you look at his performance appraisal, exhibit  
4 number 15, didn't he rate effective there?  
5 **A. This one?**  
6 Q. Yes.  
7 **A. No. Unsatisfactory. Instructional planning.**  
8 Q. Okay. What's the difference between  
9 instructional planning and instructional strategies?  
10 **A. Strategies would be small groups, whole group,**  
11 **using a ditto or a movie as opposed to a discussion,**  
12 **differentiating instruction are the strategies that you**  
13 **use.**  
14 Q. Okay.  
15 **A. Instructional planning is that you can write a**  
16 **lesson plan, that you include the elements of an**  
17 **effective plan, and you have substitute plans on hand,**  
18 **and you plan.**  
19 Q. Okay. Classroom management is a reason for  
20 termination as well, correct?  
21 **A. Yes.**  
22 Q. And on his performance appraisal under number  
23 two, organization and management of classroom, he  
24 received an effective grade?

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1 **A. That's right. But it was weak. If you ever**  
2 **have a class that is making you look foolish in front of**  
3 **an administrator that's very weak.**  
4 Q. But it's marked effective, is it not?  
5 **A. Because I was including other observations in**  
6 **order to be fair. If I took only one observation then**  
7 **that wouldn't have been fair to him. So I was including**  
8 **all of his observations, and when he was in the gym he**  
9 **had relatively good control on that day. When he was in**  
10 **with a team teacher he had control on that day. But he**  
11 **did have problems with sending a lot of students out and**  
12 **he did have problems on that one observation. So it was**  
13 **weak but it wasn't something that I felt was completely**  
14 **ineffective.**  
15 Q. Okay. And for the other reason, inappropriate  
16 interaction with staff, do you know what that refers to?  
17 Strike that.  
18 Does that refer to the incident with Miss  
19 Freebery?  
20 **A. I didn't write the letter, so I think you'd have**  
21 **to ask Miss Dunmon.**  
22 Q. Did you have input into this?  
23 **A. No, I didn't.**  
24 Q. Are you, other than that instance, are you aware



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1 of any other inappropriate interaction with the staff  
2 for Mr. Wilcoxon?  
3 **A. No, I'm not aware of any.**  
4 Q. Okay. I'd like to refer back to the letter from  
5 the January 22nd meeting.  
6 MR. WILLOUGHBY: Which one?  
7 MR. WILSON: Let me find it here. It would  
8 be exhibit 5. Okay. The second paragraph reads: In  
9 addition, I want to inform you that if any further  
10 inappropriate comments are made the district will take  
11 disciplinary action, correct?  
12 THE WITNESS: Right.  
13 BY MR. WILSON:  
14 Q. And when I asked you earlier if he made any  
15 further inappropriate comments you stated that he had  
16 not?  
17 **A. Not that I was aware of.**  
18 Q. And I also asked you if he made no further  
19 comments no disciplinary action would be taken, correct?  
20 **A. Say that again.**  
21 Q. I also asked you that if he did not make any  
22 further inappropriate comments that no disciplinary  
23 action would be taken against him?  
24 **A. Well, okay. He made -- I'm sorry. Say it**

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1 **again. I want to be clear on what you're saying.**  
2 Q. Okay. I asked you earlier, I said based on this  
3 letter you said to him that if he stopped what he was  
4 doing --  
5 **A. Uh-huh.**  
6 Q. -- and made no further inappropriate comments,  
7 that no further disciplinary action would be taken  
8 against him?  
9 **A. Based on this one thing, yes.**  
10 Q. Right.  
11 **A. If it was no other issues coming out, if there**  
12 **were no other issues with him as a teacher, this was a**  
13 **minor piece of the problem. There was a bigger -- there**  
14 **was a bigger problem. He was not a good teacher and**  
15 **that's why he was non-renewed. He was a non-tenured**  
16 **teacher who was not pulling his weight, who was not**  
17 **doing lesson plans, who was not correcting, and he had**  
18 **this issue along with others.**  
19 Q. But you told him there would be no further  
20 discipline and then here he is he gets terminated for  
21 inappropriate interaction with the staff?  
22 MR. WILLOUGHBY: Again, you're looking for  
23 a legal conclusion. The letter says what it says. It  
24 says includes. We can argue about that later on but I

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1 think it's inappropriate.  
2 MR. WILSON: To your knowledge there was no  
3 further inappropriate interaction, correct?  
4 MR. WILLOUGHBY: That's been asked and  
5 answered but you can answer again.  
6 THE WITNESS: Yes. But that was not the  
7 one reason that he was fired. He was not not renewed  
8 because of one thing.  
9 BY MR. WILSON:  
10 Q. Okay.  
11 **A. It was a series of things.**  
12 Q. So he was terminated for classroom management  
13 which he received an effective grade in?  
14 **A. Which was very weak.**  
15 Q. But he still received an effective grade,  
16 correct?  
17 **A. On that one record, yes, but on his observation**  
18 **he had issues.**  
19 Q. Are you aware of any other teacher that has ever  
20 been terminated on their -- when they get an effective  
21 grade on their final performance appraisal?  
22 **A. I don't. I don't see those. That wouldn't be**  
23 **something I'd have knowledge of.**  
24 Q. With regard to the lesson plans, didn't

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1 Mr. Wilcoxon and Miss Freebery use the same lesson  
2 plans?  
3 **A. He used Mr. Rumford's lesson plans that Mr.**  
4 **Rumford and Miss Freebery planned together.**  
5 Q. Okay. And did she use those plans, too?  
6 **A. Yes, but she had adjusted her plans.**  
7 **Mr. Wilcoxon claimed that they were identical but they**  
8 **were not.**  
9 Q. Okay.  
10 **A. I investigate that.**  
11 Q. Had he made any adjustments to his plans?  
12 **A. A few.**  
13 Q. What adjustments had Miss Freebery made?  
14 **A. Miss Freebery?**  
15 Q. Yes.  
16 **A. She had crossed out some videos that were not as**  
17 **effective as she wanted, put in a different one that she**  
18 **had found. Lots of changes through hers, crossing out**  
19 **and adding. So it appeared to me, as I'm looking at**  
20 **them, that when she did a lesson and didn't like**  
21 **something she changed it, or before she did it she would**  
22 **change it and write that in.**  
23 Q. And when Mr. Rumford used Mr. Wilcoxon's plans  
24 were they effective then?

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1 **A. Backwards.**  
2 MR. WILLOUGHBY: Wait. Okay. You said  
3 when Mr. Rumford used Mr. Wilcoxon's plans.  
4 Mr. Wilcoxon never wrote any plans.  
5 BY MR. WILSON:  
6 Q. When Mr. Rumford used his own plans? I'm sorry.  
7 **A. Yes. That was two years prior and he would have**  
8 **adjusted his plans as he went along, too.**  
9 Q. But there were adjustments to Mr. Wilcoxon's as  
10 well?  
11 **A. He had added in the number of the performance of**  
12 **indicators. That didn't say a whole lot. Normally**  
13 **you'd expect that -- you could write those in as long as**  
14 **you know what they are and you're using them on a**  
15 **regular basis. So he added those in to a few lessons**  
16 **that I saw. I didn't see everything.**  
17 Q. So if he had changed some of the videos --  
18 **A. Uh-huh.**  
19 Q. -- his would have been effective as well?  
20 **A. No, I'm not saying that. I'm saying that his**  
21 **lesson plans that he handed to me were in Mr. Rumford's**  
22 **writing. He was given those lesson plans the first year**  
23 **that he came in order to be a guide for him so that he**  
24 **would have an idea of what the program was. As a new**

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1 **teacher you would expect to get some kind of help and**  
2 **that was a lot of help. He took those plans and used**  
3 **them as his own for two years and didn't change much**  
4 **other than a little thing here or there.**  
5 Q. Is it relevant that they were in Mr. Rumford's  
6 handwriting or just that they were Mr. Rumford's plans?  
7 **A. It is relevant. You would expect a teacher is**  
8 **going to write their own lesson plans.**  
9 Q. Okay. So if he had just copied Mr. Rumford's in  
10 his own handwriting?  
11 **A. That wouldn't make it any better technically.**  
12 **Technically he should be doing his own lesson plans. He**  
13 **should be spending time thinking about what lesson needs**  
14 **to be learned, what is the objective, and how am I going**  
15 **to reach that and what can I use and take a look at the**  
16 **lessons -- the materials that were there and decide if**  
17 **he wanted to use them or not.**  
18 Q. So was the issue that they were ineffective  
19 plans or that he didn't do them himself?  
20 **A. The issue was that he was using someone else's**  
21 **plans for two years and didn't take the time to improve**  
22 **the plans in any way really.**  
23 Q. Okay. This is the last issue I am going to hit.  
24 Was Mr. Wilcoxon disciplined for a theft of money from

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1 his desk?  
2 **A. Yes.**  
3 Q. In April, 2004 --  
4 **A. Not his desk, no.**  
5 Q. Where was the money taken from?  
6 **A. In the multi-purpose room.**  
7 Q. Okay. Can you tell me about that?  
8 **A. Yes. He said that money was taken from a**  
9 **fundraiser that he was collecting money for. There was**  
10 **cash and checks that he left that on the table in the**  
11 **multi-purpose room with the doors unlocked and went to**  
12 **lunch, and someone came in and took the money, took the**  
13 **cash. I believe it was \$49.**  
14 Q. And how was Mr. Wilcoxon disciplined?  
15 **A. I believe there was a letter. I don't remember.**  
16 **Was there -- I don't know if there was a letter or not,**  
17 **honestly.**  
18 Q. In the two years, 2002-2003, 2003-2004, had any  
19 other teachers had money stolen from them?  
20 **A. Yes.**  
21 Q. Did they get letters as well?  
22 **A. No.**  
23 Q. Why not?  
24 **A. Did he get a letter? He may have. I don't know**

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1 **if he even got a letter on that.**  
2 Q. Okay. Did they get letters?  
3 **A. We made announcements that teachers need to lock**  
4 **any fundraisers or money that they are collecting, they**  
5 **need to lock it because it could be taken. Any student**  
6 **could walk in and take it, and in his case it was -- it**  
7 **was just unbelievable that you would leave cash on a**  
8 **table and go to lunch and leave it open where anybody**  
9 **could get in, and literally anybody could have gotten in**  
10 **there.**  
11 Q. Who else had money stolen during that timeframe?  
12 **A. The nurse.**  
13 Q. What's her name?  
14 **A. Miss Root.**  
15 Q. How much money did she have stolen?  
16 **A. Several hundred dollars.**  
17 Q. What were the circumstances?  
18 **A. It was in a locked cabinet. It was in with the**  
19 **medicine and it had a large bar down the front of that**  
20 **to keep the doors locked and a lock on it. There were**  
21 **three students in the area that morning and so we could**  
22 **narrow down the search to three students. We did send**  
23 **out a memo, was anybody else out of class at 8 o'clock**  
24 **to the whole staff, got some responses back, and we were**

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1 able to investigate. This student jimmied open the  
2 door, pulled it open while the locked bar was on it,  
3 damaged the bar and the door and managed to slide his  
4 hand underneath and get it out. But it was kept safe.  
5 It was not that she hadn't locked it.  
6 Q. Okay. Anybody else?  
7 A. I don't remember.  
8 Q. And Miss Root didn't receive any type of  
9 discipline, correct?  
10 A. No, she had it in a locked case, as locked as  
11 you can get with medicines.  
12 Q. All right. One final thing. Earlier on you  
13 stated that each teacher has a locked cabinet or  
14 something that they can put things in?  
15 A. They're supposed to have a locked file cabinet  
16 or a closet.  
17 Q. In Mr. Wilcoxon's room is there a locked cabinet  
18 or a closet?  
19 A. If he doesn't have one he was supposed to let us  
20 know that he doesn't have one. He's supposed to have a  
21 locked cabinet.  
22 Q. Was there an announcement made that anyone who  
23 doesn't have a locked cabinet please to let us know?  
24 A. As a matter of fact we did make that

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1 announcement at some point.  
2 Q. Do you remember when?  
3 A. I don't remember exactly when, but I remember  
4 saying everyone needs to have a locked cabinet, a locked  
5 file cabinet with a lock or a locked closet with a lock  
6 on it. If you don't have one, let us know.  
7 MR. WILSON: All right. Miss Basara, I  
8 appreciate you coming in at this time.  
9 MR. WILLOUGHBY: Mark this as 17, please.  
10 (Basara Deposition Exhibit Basara-17 was  
11 marked for identification.)  
12 BY MR. WILLOUGHBY:  
13 Q. Do you recognize exhibit 17 to your deposition?  
14 A. You're asking me?  
15 Q. Yes.  
16 A. I'm sorry. Yes, this is what Mr. Wilcoxon wrote  
17 in response to the observation.  
18 Q. So this is his --  
19 A. This was his explanation.  
20 Q. -- rebuttal?  
21 A. Rebuttal. Yes.  
22 Q. To the observation in April of 2004 which I have  
23 as exhibit 14. I could be wrong about that. But it's  
24 the April 21, 2004 observation. This is what he wrote

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1 back to you to give his explanation?  
2 A. Yes.  
3 Q. I am just going to ask you, I am not going to  
4 have you respond to all of the things, but on the first  
5 page he in the third paragraph in the narrative section  
6 talks about C.J. laying across two desks in the  
7 multi-purpose room. I don't think you covered that when  
8 you were being asked questions about that earlier?  
9 A. No.  
10 Q. What was going on with that?  
11 A. C.J. was a big boy. The desks were -- you sat  
12 at a chair and then you could flip the desk up and over  
13 and C.J. had himself stretched out over the desk and the  
14 other desk next to him. He wasn't putting his feet up.  
15 He wasn't laying down that way but he had himself  
16 stretched out across two desks.  
17 Q. And you observed that in the observation?  
18 A. Yes.  
19 Q. And then he said makes comments about you  
20 allegedly exaggerating the noise level, and the  
21 whistling issue?  
22 A. Uh-huh.  
23 Q. Now, during the course of this whistling that  
24 was going on, did you ever hear him say a student name,

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1 Johnny, stop whistling?  
2 A. No, he did not.  
3 Q. He didn't identify anybody?  
4 A. No. No. And I didn't even see him look  
5 directly at a person. He was looking at a whole  
6 section.  
7 Q. Okay. And then let's go over to the second  
8 page. On the second full paragraph he's responding to  
9 your comments that the students were playing cat and  
10 mouse game?  
11 A. Uh-huh.  
12 Q. In here he now identifies two students by name  
13 apparently?  
14 A. Uh-huh.  
15 Q. Did he ever do that in the --  
16 A. No, he did not.  
17 Q. -- in the classroom?  
18 A. No.  
19 Q. He makes a response to your comments about the  
20 students picking their own groups?  
21 A. Uh-huh.  
22 Q. What did he say about that?  
23 A. He said this was the first time that he ever did  
24 that. And that normally he does put them in groups.

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1 Q. So he was saying --  
2 **A. That would have been heterogenously grouped a**  
3 **high and a low, but this happened to be the first time**  
4 **because a student wanted to do it, so he let him do it.**  
5 Q. So this just happened to be a coincidence?  
6 **A. Yes, first time, just happened to be that I was**  
7 **observing.**  
8 Q. He makes a comment about he says finally. Can  
9 you read that?  
10 **A. Finally, Mrs. Basara states that the class was**  
11 **not brought to closure. I did not bring the activity to**  
12 **closure because we were not finished. Closure was done**  
13 **the following day after all groups presented their**  
14 **information and was tied back into the State standard.**  
15 Q. Now, is it appropriate for a teacher not to  
16 bring closure to a lesson because they're going to  
17 continue on the following days with lessons on the same  
18 subject?  
19 **A. No. Each day you bring closure to what you have**  
20 **done each day, and if several students have presented,**  
21 **then at that point you would draw some conclusions and**  
22 **then say what we would be doing tomorrow. So closure is**  
23 **finish what we did today, wrap it up, bring it back to**  
24 **the standard, bring it back to the performance**

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1 **indicator, and then say and tomorrow we will and you**  
2 **talk about what you'll do tomorrow to give them a little**  
3 **taste of the lesson for the next day.**  
4 Q. Don't some of these units like tobacco and  
5 alcohol --  
6 **A. Yes, they would take weeks.**  
7 Q. -- let me finish. Don't some of these lessons  
8 take a long time to present to the students?  
9 **A. Yes.**  
10 Q. All right.  
11 **A. Could be a week, could be two weeks in some**  
12 **cases.**  
13 Q. So you wouldn't just wait until you were done  
14 the unit to all of a sudden bring closure to the whole  
15 unit?  
16 **A. Correct.**  
17 MR. WILLOUGHBY: Okay. That's all I have.  
18 MR. WILSON: Okay.  
19 MR. WILLOUGHBY: All right. We will read  
20 and sign.  
21 (Discussion held off the record.)  
22 (Whereupon the Deposition concluded at  
23 approximately 12:15 p.m.)  
24

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